DOCUMENT RESUME

ED 255 744 CE 041 284

AUTHOR Kremer, Nick, Ed.; And Others
TITLE Approaches to Employment Related Training for Adults Who Are Limited-English Proficient (ERTA-LEP).
SPONS AGENCY California State Dept. of Education, Sacramento.
PUB DATE [84]
NOTE 70p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; *Adult Programs; Adult Vocational Education; Cultural Education; Employment Programs; *English (Second Language); *Inplant Programs; *Job Training; *Limited English Speaking; On the Job Training; Program Implementation; Second Language Instruction; Second Language Programs; *Work Experience Programs
IDENTIFIERS *Vocational English as a Second Language

ABSTRACT

This guide identifies four distinct approaches to employment-related training for limited-English proficient (LEP) adults. All of the approaches assume an intensive language instruction component, Vocational English as a Second Language. Following an introduction is a section that deals, in a general sense, with some key concerns shared by all four approaches: finances, administrative support, staff development, a competency-based philosophy, support services, and cross-cultural training. Each of the next four sections focuses on one approach, each of which is idenfified by its setting: the English-as-a-second-language approach, the vocational program approach, the work experience approach, and the workplace approach. An implementation checklist appears first in each section. Each of the approaches is divided into four parts: understanding the approach (a definition and description), identifying the goals (an explanation of the approach's major aims), sizing it up (evaluative comments about advantages, uniqueness, or particular suitability of the approach), and making it or breaking it (suggestions for making the program work). Other contents include a glossary, an appendix with sample forms and supplementary materials, and a bibliography. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

APPROACHES

ED255744

to Employment Related Training for Adults who are Limited-English Proficient (ERTA-LEP)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N Kremer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Nick Kremer, Editor
K. Lynn Savage, Project Director
Paul Belomy, Administrative Director

CE041284

CREDITS

This document reflects the ideas and experiences of a pool of adult educators in California who have had leadership roles in employment related training programs for limited-English proficient adults. Its development included an initial design phase and a writing stage.

WRITERS

ESL PROGRAM APPROACH

chair: Autumn Keltner
San Diego Community College District

Peggy Doherty
San Francisco Community College District

Naomi Equini
Fremont Adult School
Fremont

Cuba Miller
Sequoia Adult School
Redwood City

VOCATIONAL PROGRAM APPROACH

chair: Nick Kremer
California State University, Long Beach

Bill Goddard
Sweetwater Union High School District
Chula Vista

Karen Thaxton
San Diego Community College District

Linda West
La Puente Valley Adult Schools

WORK EXPERIENCE APPROACH

WORK EXPERIENCE APPROACH

chair: David Hemphill
Chinatown Resources Development Center
San Francisco

Mary Beltran
Immigrant and Refugee Planning Center
Santa Ana

Ellen Karel
Mission Language and Vocational Schol
San Francisco

Cindy Ranii
Rancho Santiago Community College District
Santa Ana

WORKPLACE APPROACH

chair: Jim Baxter
Wilson Educational Center
Santa Clara

Mary Pereira
Adult and Community Education
Fremont Union High School District
Sunnyvale

Sheila Ramsey
Intercultural Relations Institute
Stanford University

In addition to those above, the following contributed to the initial design of the document.

Anna Hargreaves
University of California Extension
Berkeley

Fredith (Sunny) Laub
Rancho Santiago Community College District
Santa Ana

Sharon Miller
Salinas Adult School

Dale Rezabeck
California Advisory Council on Vocational Education

BEST COPY AVAILABLE

We offer special thanks to the following, who were essential to the production of the document in its final form.

Susan Jundanian, Preliminary Editing
Larry Wittman, Graphic Design
Catherine Whitlock, Word Processing

The project would not have been possible without the support of the California State Department of Education. Particular thanks go to the Adult, Continuing and Alternative Education Services staff including Dr. Don McCune, Director; Robert Ehlers, former 310 project advisor; Dr. Dick Stiles, current 310 project advisor; and Tom Bauer, consultant vocational education. Additional thanks go to Dr. Ray Eberhardt, Director of Planning and Development for Vocational and Continuing Education.

We would also like to express our appreciation to Dr. Carlos Gonzales, consultant, Adult Education Field Services, whose involvement throughout the project was key to its successful completion.

Nick Kremer, Editor
Lynn Savage, Project Director
Paul Belomy, Administrative Director

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

BEST COPY AVAILABLE

CONTENTS

	PAGE
TERMS	6
INTRODUCTION	11
COMMONALITIES	19
ESL PROGRAM APPROACH	25
VOCATIONAL PROGRAM APPROACH	35
WORK EXPERIENCE APPROACH	43
WORKPLACE APPROACH	53
GLOSSARY	63
APPENDICES	67
A. Agreement	
B. Performance Evalutaion	
C. Assessment Form: Personnel	
D. Assessment Form: Supervisors	
E. Course Evaluation	
F. Acronyms	
BIBLIOGRAPHY	81
A. Publications	
B. Organizations	

TERMS

LEP (Limited-English Proficiency) — A serious deficiency in the mastery of English due to a non-English speaking background. The limitations may be in listening to, speaking, reading, and/or writing English. These language difficulties will adversely effect the LEP individual's ability to benefit from employment training and/or get a job.

VESL (Vocational English as a Second Language) — English language instruction focused on the linguistic and cultural competencies related to employment. It includes general VESL and occupation specific VESL.

GENERAL VESL (Including Pre-vocational ESL) — Instruction in the linguistic and cultural competencies necessary for getting a job, keeping a job, and advancing on a job. The competencies are general—applying to several or all occupations. Topics include job applications, interviews, want ads, and on-the-job communication (following directions, clarifying instructions, explaining work done). General VESL is sometimes called pre-vocational ESL.

OCCUPATION-SPECIFIC VESL — Instruction in the linguistic and cultural competencies necessary in a specific occupation such as auto mechanics or electronics technician. The competencies may include those necessary to succeed in a training class, get a job, and/or function on a job.

PRE-VOCATIONAL ESL — Included in general VESL. See the definition of general VESL above.

BEST COPY AVAILABLE

INTRODUCTION

INTRODUCTION

In the 1980's, California adult education faces an important challenge: How can the limited-English proficient (LEP) immigrant population of the state be brought into full participation in society, particularly as workers? Eager to become employed and self-sufficient, this population seeks access to language and vocational training. The state's government anxiously seeks ways to ensure that these individuals become productive contributors to the economy rather than a financial drain. Looking at the numbers of non- and limited-English speaking workers who are increasingly filling entry-level positions, California's business and industrial leaders are concerned that their future needs for a productive, trained workforce be met.

The rapid expansion of the non-English speaking immigrant population in California is well known. The annual rate of documented immigration into the United States grew from 467,000 in 1976 to over 800,000 in 1980, with over 25% of the new arrivals settling in California. More than one-third of the Indochinese refugees who have entered the country have settled in California. The uncounted but numerous undocumented immigrants from Mexico, Central America, Hong Kong, and elsewhere add substantially to these figures. In a recent study of the impact of non-English speaking immigrants on the state's vocational training and employment services, the California Advisory Council on Vocational Education concludes that "the impact of the limited-English speaker in this state is substantial and growing."[1]

As important as their numbers is the fact that LEP adults make up a significant proportion of the entry-level workforce, particularly in certain industries and geographical areas. The electronics industry in Orange and Santa Clara counties is but one example. The business sector worries whether a workforce with large numbers of LEP workers can continue to provide the skilled employees that California businesses need and whether immigrant workers will fit in with the existing workforce.

LEP adults can't meet the entrance requirements for vocational training programs to gain skills. If accepted into such programs, they often drop out or fail. They don't know how to apply for jobs, and if employed they may not succeed because of their unfamiliarity with American work customs. The message is clear: Their limited ability in English means that traditional training methods and routes to employment don't always work for the LEP ponulation.

This guide identifies four distinct approaches to employment related training for LEP adults. All of the approaches assume an intensive language instruction component, Vocational English as a Second Language (VESL). The four approaches are identified by their settings:

1) THE ESL PROGRAM APPROACH

1) THE ESL PROGRAM APPROACH

The training consists of language instruction focused on employment. Depending on the numbers of students and their needs, the instruction may be general vocational ESL or occupation-specific ESL. This approach can be instituted in any adult education program or community-based organization.

[1]Horizon, pg. 11-21

BEST COPY AVAILABLE

2) THE VOCATIONAL PROGRAM APPROACH

The training offers closely coordinated instruction in vocational skills and specifically related English. Students may be placed in regular vocational classes with native speakers of English or in separate skill classes set up for limited-English speakers. This approach requires a close working relationship between vocational and ESL staffs.

3) THE WORK EXPERIENCE APPROACH

The training combines experience in a place of employment and in a classroom. The student is placed in a public- or private-sector workplace to obtain on-the-job experience, but continues to receive more concentrated VESL and vocational instruction in the classroom. This approach requires extensive cooperation from business and industry.

4) THE WORKPLACE APPROACH

Training is directed at the LEP employees within a company or group of companies in the same industry. The training is intended to help them adjust to working in an English-speaking setting and to make them more productive employees. It may also be accompanied by training for the managerial and supervisorial staffs in how to improve communication with LEP employees. Worksite training is a service that the private sector may be willing to pay for.

All four approaches use VESL instruction as a significant component to address the problem of language proficiency. The VESL taught may be either general or occupation-specific. General VESL focuses on broad employment objectives that apply to all or most occupations. It includes what has been known as pre-vocational ESL—concentrating on the competencies necessary to secure employment: filling out a job application, being interviewed, reading the want ads, and the like. General VESL also offers instruction in on-the-job language competencies such as understanding directions and responding to criticism. In occupation-specific VESL, the instruction is very specific to the communication needs of the particular occupation. For example, welders need to understand when an instructor tells them they are using too much oxygen. Electronic technicians must be able to explain to job interviewers what equipment they know how to use.

APPROACH	WHAT IT OFFERS
ESL Program	Language and Cultural Training
Vocational Program	Language, Cultural, and Occupational Skill Training
Work Experience	Language, Cultural, and Occupational Skill Training with Work Experience
Workplace	Language and Cultural Training

Besides presenting programming alternatives, this guide attempts to use the experience of those who have implemented the approaches to identify the determinants of an approach's success or failure. It is not a step-by-step plan explaining exactly what to do to set up a program, but it does suggest a number of additional resources that will be helpful in undertaking any of the approaches.

USING THIS GUIDE

The fullest understanding of the alternatives will be gained by reading the entire guide. It can be read selectively by using the Introduction to choose the one or two approaches that seem most feasible to implement in a given program. Those sections and the discussion of the Commonalities can then be read in detail.

Each of the approaches is divided into four sections:

Understanding the Approach — a definition and description

Identifying the Goals — an explanation of the approach's major aims

Sizing It Up — evaluative comments about the advantages, uniqueness, or particular suitability of the approach

Making It ... Or Breaking It — suggestions for making the program work.

A glossary of terms, a list of resources, several appendices containing sample forms and supplementary materials, and an implementation checklist are included.

This guide was developed at the direction of the Adult Education Field Services Office of the California State Department of Education and was produced under the ACSA Staff Development Project, funded by the Adult Basic Education Act, Section 310.

BEST COPY AVAILABLE

COMMONALITIES

COMMONALITIES
COMMONALITIES
COMMONALITIES
COMMONALITIES
COMMONALITIES

All four approaches share some key concerns: finances, administrative support, staff development, a competency-based philosophy, support services, and cross-cultural training. These are dealt with here in a general sense. Where a concern is especially relevant to a particular approach, more detailed information can be found in that section.

The first task in setting up any program is determining how to pay for it. A number of existing sources of funding — the Refugee Act and the Vocational Education Act among them — have been used to address the employment needs of LEP students. The new Job Training Partnership Act which replaces CETA, offers a potential funding source. The Horizon study provides a comprehensive list of these funding sources (see Rezabeck, Horizon, Appendix B).

Another strategy is to reallocate existing resources. For example, within the ESL classroom approach some classes could be designated as employment-related, while others could continue to offer general ESL. Thus, the same number of classes could be offered at the same cost but in a different configuration to allow for specialized employment-related language training.

None of the approaches can succeed without full administrative support. That support must be based on a thorough knowledge of the program's design and an awareness of problems that may arise during its operation.

These approaches involve the coordination of such disparate groups as ESL and vocational teachers or educators and industrial managers. Firm guidance is needed to keep the overall purpose of the program in focus. In the work experience and workplace approaches, special agreements with employers will require approval by the educational agency's governing board. Administrators must be totally supportive and able to convince the boards of the importance of VESL training.

As with any new program, the implementing staff should be well versed in the goals and have the necessary skills to realize them. Some of the specific staff development needs when getting ready to deal with the LEP population include:

1) training vocational teachers to deal with LEP students and work with ESL teachers

2) preparing ESL/VESL teachers to support vocational training and address employment needs

3) preparing counselors to deal with student expectations and to work in cross-cultural situations

4) readying ESL/VESL teachers and counselors to assist in job placement

BEST COPY AVAILABLE

5) assisting administrators in dealing with the new issues that result from an employment-related program.

In addition to preparing the staff before a program is implemented, staff development should be ongoing in order to deal with needs as they arise. The Dissemination Network for Adult Educators (DNAE) is a source of staff development programs.

DEVELOPING CURRICULUM

Resources for curriculm development can be used to identify existing materials, to adapt those materials, and to create new materials. A program should first examine existing resources to identify which, if any, are appropriate. Guides such as the California VESL Resource Directory list existing materials. Even if available curriculum is used, it is still likely that some effort will need to be put into adapting it. It may need to be adjusted to a lower language level, rearranged to support a specific vocational curriculum, or expanded to cover addtional topics. If a totally new curriculm is called for, curriculum developers must do a needs analysis in the workplace and the training classroom, breaking down complex situations into distinct tasks. They then need to analyze the tasks in terms of specific language and cultural competencies to be taught.

MAKING THE PROGRAM COMPETENCY-BASED

As in any competency-based program, assessment is the key. In employment-related training programs, the students, the community, and the target situation must all be assessed. Assessment of students will determine whether they should be placed in a general vocational or a vocation-specific curriculum. Assessment of the community will determine which occupational areas will need additional employees. Assessment of the target situation will determine specific competencies to be mastered (e.g., taking an order over the telephone, reading a work order for car repair).

Competencies must be carefully specified and agreed upon in advance, and the program must include pre- and post-testing of students. Performance-oriented evaluation techniques determine whether students have mastered given competencies. The California Adult Student Assessment System (CASAS) and the Competency Based Adult Education (CBAE) Staff Development Project are important resources in competency-based education.[1]

PROVIDING SUPPORT SERVICES

All of the settings except the worksite require extensive support services: assessment, counseling, and job placement.[2]

1. ASSESSING STUDENTS' GOALS and ABILITIES

The first step of any assessment process is to determine the students' purposes in studying English. If they have general or academic purposes in mind, employment-related programs will not be suitable. If they are studying to get a job or to advance, they must determine whether they simply need additional language training or they also need to acquire an occuptional skill. The second step in

[1] See bibliography for address.

assessment is to measure language proficiency for the placement of students in programs and in levels within programs. The measurement should include oral communication skills, which are seldom measured by means of traditional paper and pencil tests. A third area important to consider is student interests and abilities. Although a formal assessment of students' mechanical aptitudes by a work evaluation unit is usually impossible, students should at least evaluate their own interests and skills in a self-assessment exercise.

2. COUNSELING

Counseling support is crucial in helping students use the information generated during assessment to make sound decisions about their course of action. In addition to directing students into the right programs, counseling services also provide ongoing assistance to students during the programs, helping them solve problems that might affect their ability to complete training.

Counseling students from other countries involves cultural as well as language differences. Some training in cross-cultural counseling is desirable. If at all possible, bilingual counselors or counselor aides should be available.

3. JOB PLACEMENT

In all of the settings except the workplace where learners are already employed, the payoff is employment. Upon completion of the program, the participants look for jobs. Some specially funded programs have their own job placement personnel, who will facilitate the LEP students' efforts to find jobs by identifying appropriate openings and preparing the students to apply for them. Programs that lack their own job development personnel may be able to refer students to other placement resources, such as the Employment Development Department or refugee job placement services. Vocational instructors may also be able to assist students.

INCLUDING CROSS-CULTURAL TRAINING

Although language and culture are virtually inseparable, it is important to recognize the significance of cultural attributes. Some non-native speakers of English have a good command of the language but little ability to communicate. Communication difficulties that the native English speaker may attribute to unsuitable gestures, inappropriate questions, or a seemingly curt reply to a question can more often than not be traced to cultural differences.

A comprehensive employment-related training program should teach cross-cultural skills that are pertinent to the workplace. For example, the LEP adults need to know employer expectations such as calling in sick, being at work on time, and responding appropriately to a supervisor's criticism. The content should cover general U.S. culture, particularly work culture, as well as the specific occupational culture.

BEST COPY AVAILABLE

ESL PROGRAM APPROACH

ESL PROGRAM APPROACH

ESL PROGRAM APPROACH CHECKLIST

- ☐ Finance the Program
- ☐ Secure Administrative Support
- ☐ Prepare Staff
- ☐ Develop Curriculum
- ☐ Make the Program Competency-based
- ☐ Provide Support Services
  - assessment
  - counseling
  - job placement
- ☐ Assure Administrative Support
- ☐ Provide Counseling Services
- ☐ Assess Needs
- ☐ Determine Type of Program
- ☐ Prepare ESL Teachers
- ☐ Specify Appropriate Language Skills
- ☐ Identify Appropriate Materials
- ☐ Develop a Referral Procedure

GENERAL & OCCUPATION SPECIFIC VESL

- ☐ Recognize the Diversity of Student Goals
- ☐ Identify Financial Resources
- ☐ Schedule Classes
- ☐ Recruit and Orient Students
- ☐ Adapt to Open Entry/Open Exit

OCCUPATION-SPECIFIC VESL

- ☐ Select Target Occupations
- ☐ Identify Occupation-Specific Language
- ☐ Use Appropriate Instruction and Assessment
- ☐ Assist Transition to Training or Employment

ESL PROGRAM APPROACH

UNDERSTANDING THE APPROACH

The ESL program approach provides language training which combines language development with employment and vocational content.

The ESL program model focuses on the development of the cultural knowledge and the listening, speaking, reading, and writing skills essential for securing and maintaining employment in the United States. Basic communication activities are presented in vocational contexts and extended to non-vocational contexts where appropriate. Emphasis is placed on enabling students to perform job-related tasks such as carrying out directions and communicating in work-related situations.

Employment-related ESL training can be found in three types of classroom settings, each of which can stand alone in the instructional program or form part of a continuum.

1) GENERAL ESL CLASSES WITH EMPLOYMENT-RELATED COMPONENTS. Based on the needs of the students enrolled, every ESL class should include employment-related language competencies as well as those which are more general life-skills. (see the CASAS Life Skill Competencies List, section 4, "Occupational Knowledge.")

2) GENERAL VESL CLASSES
In this setting, all of the students have employment-related needs and goals. The language instruction is employment-related and broadly applicable to the world of work. The instruction should enable the students to perform such tasks as: generating and responding to requests and commands, seeking clarification of instructions, requesting help when needed, talking with fellow workers and employers, and explaining what they are doing or have done.

3) OCCUPATION-SPECIFIC VESL CLASSES
Instruction is geared to the communication skills needed to function in a particular occupation or in a specific vocational skills training program. For maximum effectiveness, students should take these VESL classes in conjunction with or prior to a specific skills training program or employment opportunity. However, if this is not feasible, VESL classes can be offered without formal coordination with skills training or employment.

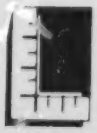
IDENTIFYING GOALS

The goals of the ESL program approach are:

1) To develop students' cultural awareness of the world of work.

2) To improve students' English language skills enabling them to
—enter vocational training programs
—get and hold jobs
—move up in jobs they already have.

SIZING IT UP



Any adult training program -- whether adult school, community college or community based organization — should be able to implement this

BEST COPY AVAILABLE

approach. It may be the only feasible delivery system in small schools or satellite locations. Even with minimal equipment and resources, a program should be able to provide instruction in at least one of the three settings. Although there may be an insufficient number of students at similar English levels with the same occupational goals to offer such specific courses as welding VESL or electronics assembly VESL, very little reallocation of resources would be needed to provide courses that focus on the language skills needed to obtain, keep and/or move ahead on the job.

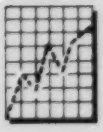
Centers with a large ESL program may be able to offer either general or occupation - specific VESL courses. In centers that offer only one or two ESL classes, students with similar goals and needs can be grouped for at least part of each instructional period to help them achieve language proficiency to meet their work-related objectives.

MAKING IT ... OR BREAKING IT

If an employment related ESL program is to be succesful, there are important concerns which must be addressed. The first nine of these apply to all three ESL classroom settings: general ESL, general VESL, and occupation specific.

1. ENSURING ADMINISTRATIVE SUPPORT

As with any program change, administrative support is vital in implementing an employment-related ESL training program. Unless administrators recognize the value of such a program to the client and to the community, they cannot be expected to provide the necessary support. Administrators should be involved in all stages of program development. The involvement should include site administrators, supervisory personnel, governing board members and the district superintendent or agency director.



To assist administrators in becoming aware of the relevance and practicality of the approach, opportunities should be available for them to:

a) Visit adult school programs in districts where such ESL/VESL training is offered

b) Attend meetings of community and public agencies, advisory committees, and industry councils where the needs of LEP adults are addressed

c) Discuss student needs with teachers, counselors, representatives of service agencies and administrators from other districts.

d) Read articles, monographs, and journals with a focus on the employment-related needs of LEP adults (e.g. Horizon, and Adult Vocational ESL).

2. PROVIDING COUNSELING SERVICES.

Because of the complex problems faced by LEP adults, a complete delivery system that integrates instruction and support services addressing students' overall educational, social, and economic needs is essential. Students need guidance and assistance in making career decisions, evaluating options and setting realistic goals. A comprehensive guidance program provides assistance in assessment, placement into classes, network and referral (for educational and personal concerns), job counseling, job development and placement services.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

specific counseling support services should be identified and staff development/training planned for each identified task. Staff development activities should include but not be limited to cross cultural awareness/sensitivity, the assessment of language proficiency, needs, goals, transferability of skills, community resources and the job market.

3. ASSESSING NEEDS

To ensure that classroom instruction is relevant, both individual and community needs must be assessed. Individuals should be assessed in terms of educational level, English proficiency, vocational skills, and vocational goals. The community—the target population, service providers, community agencies and employers—need to be included in the process through informal discussions, surveys, and/or community meetings. Above all, the local job market must be analyzed to determine the present and future employment opportunities in which training should be offered. This broad based assessment should determine the scope, design, and objectives of the program. Any needs assessment will be an ongoing process as student, community, and job market needs are continually changing.

4. DETERMINING TYPE of PROGRAM

To determine the type and scope of employment-related language training that should be offered, the program implementer needs to consider:

a) How many LEP/NEP students are enrolled in the program?

b) How many students have identified employment-related needs/goals?

c) How many students have the same level of English proficiency and have similar occupational goals?

d) What opportunities are available to refer students to vocational skills training or immediate employment?

e) What language proficiency is needed for students to enter and function effectively in each of the three settings?

f) How many instructional sites are involved?

g) What financial resources are available to operate a program?

h) What background and experience is appropriate for the instructional staff?

i) What support services are available?

5. PREPARING ESL/VESL INSTRUCTORS

Instructors experienced in teaching academic or survival ESL classes may need to be oriented to the specialized needs and goals of employment-related instruction. Many instructors may not have had work experience outside of education. They may need training related to the specialized competencies taught in an employment-related ESL program. Preservice staff development activities should be provided before an instructor begins teaching in the program. Ongoing inservice is needed to meet new needs as they arise. Activities may include:

a) An orientation to the goals and objectives of employment-related ESL instruction

BEST COPY AVAILABLE

Staff should visit other programs where these classes are offered, observe at workplaces, attend workshops and demonstrations. Needs assessment information obtained from the target population, the community, and employers should be provided. Reference materials should be available to them.

b) methods, techniques, and materials for teaching

Instructors need training in adapting instruction to meet students' work-related needs. There should be opportunities to attend workshops and demonstrations with a focus on:

(1) adapting to a competency-based approach of instruction

(2) using learner-centered, situational, and functional approaches to instruction

(3) planning lessons and managing time

(4) integrating linguistic and vocational objectives

(5) using the designated course of study outlines, texts, and supplementary materials.

(6) adapting and creating instructional materials

(7) assessing and evaluating students

(8) addressing cross-cultural concerns

(9) using techniques for improving pronunciation

(10) assessing available support services, networking and referral processes.

DNAE and the CBAE Staff Development Project offer several possible resources for addressing the above staff development needs.

6. SPECIFYING APPROPRIATE LANGUAGE SKILLS

There must be a clear specification of the communication needs and language skills required at each level of instruction in each type of class prior to starting the program. Performance objectives should integrate both employment competencies and linguistic skills. The specifications should:

a) clearly state the communication skills that a learner must master to be able to communicate in a given work situation

b) distinguish between what learners must be able to produce (speaking or writing) and what they only need to be able to understand (listening or reading).

c) establish a sequence of the presentation of grammatical structures recognizing that it may vary from the sequence used in general ESL programs.

When developing language specifications, existing curriculum guides and adult program master plans such as the San Francisco Community College VESL Master Plan will be helpful. Additional resources are

available through DNAE, Horizon and the California VESL Resource Directory.

7. IDENTIFYING APPROPRIATE MATERIALS

Assessment instruments and instructional materials which match the job-related goals of the course must be identified. The process of locating appropriate materials should include:

a) Identifying the objectives for each level of instruction

b) Locating available curriculum and materials, commercial or teacher-created, that most closely match the course objectives. The CASAS Curriculum Martix, the California VESL Resource Directory, DNAE, and New Perspectives in VESL will be helpful sources of information.

c) Choosing assessment instruments that match the objectives

d) Identifying gaps, if any, between what is needed and what is available

e) Assigning staff and providing resources to adapt and develop materials as necessary.

8. DEVELOPING A REFERRAL PROCEDURE

Program staff should institute a process which will help students choose whether their next step is employment, vocational training, or training and employment. The staff should then be ready to refer students appropriately to job placement services or vocational training programs by identifying local resources for career counseling, vocational training, and/or employment. If resources are not available within the program itself, linkages should be made to services provided by other agencies such as DSS, EDD, community organizations and other educational institutions.

Inservice training and informational bulletins regarding referral procedures and local resources must be provided to instructional and support service staff. Ongoing staff development activities should be scheduled to update the information and improve the referral process.

9. ADDRESSING DIVERSE STUDENT GOALS

Students in general ESL classes have varied backgrounds, abilities, needs and goals; all want to become competent in English but to varying degrees and for vastly different reasons. The needs of the student with academic goals are quite different from those of the student who is learning English to go to work. To be effective, the general ESL program must group students according to their needs and goals for at least part of each instructional segment.

Even in a general ESL class, different needs can be addressed by teaching the whole group those competencies needed by all, e.g. filling out forms, but dividing up into groups to teach more specialized needs, e.g. study skills for academic students and tool names for vocational students.

The next four concerns apply to the general and occupation-specific VESL classroom settings, but not to the general ESL setting.

BEST COPY AVAILA...

10. FINANCING VESL CLASSES

While additional financing may be necessary to set up VESL classes, the possibilities of reallocating existing resources should be explored. For example, one or more of the slots designated as general ESL can be turned into a general VESL class or classes, creating an employment focused class at no additional cost. Another possibility is to work cooperatively with other agencies such as community organizations and ROPs.

Separate VESL classes, particularly occupation-specific courses, are likely to require extra resources. Specially funded refugee programs, the Vocational Education Act, and the Job Training Partnership Act are possible sources of support for VESL classes.

11. SCHEDULING CLASSES

Several factors must be taken into account in successfully scheduling VESL classes. It is necessary to determine:

a) the number of students interested in a given general VESL or occupation-specific VESL class

b) the best time to offer the class, taking into account other classes or programs the students may be enrolled in and their personal commitments

c) the availability of classroom space

d) the staff who are most willing and best suited to teach the particular VESL class

BEST COPY AVAILABLE

12. ORIENTING STUDENTS

Students must clearly understand the goals and options within each segment of the total ESL program and how the VESL classes can benefit them. Students should be provided information, in their own language if possible, about program goals, options, and student responsibilities. Orientation bulletins should be prepared for counselors, teachers, and paraprofessional staff to ensure that all students receive uniform information. All staff members and students involved in the program must understand their roles, expectations, and commitments.

13. ADAPTING TO OPEN ENTRY/OPEN EXIT POLICIES

Since the majority of adult ESL programs allow students to enter classes at any time of the school year, procedures must be established to ensure the sequential development of language skills and competencies which are needed for employment.

Program operators should provide options such as:

a) using a cyclical or modular approach

b) enrolling students only at the start of a unit or module

c) holding new students in an orientation class until the start of a new unit, module, or semester

d) using peer instruction and/or instructional aides to assit new students.

In addition to the nine concerns which apply to all three ESL classroom settings, and the four which apply only to general and occupation specific VESL classroom settings, there are four which apply only to the occupation-specific VESL classroom setting.

14. SELECTING TARGET OCCUPATIONS

To be effective, vocation-specific language training must be related to the skills training offered in the geographical area and the current local employment opportunities. Programs should:

a) research vocational skills training opportunities available in the local area. The offerings of skills centers, ROPs, community colleges, adult education programs, community-based organizations, refugee programs, and the private sector should all be included

b) obtain current job market information by establishing contact with organizations such as EDD, career guidance centers operated by schools, public agencies, and the private sector.

c) seek input from business and industry through organizations such as Private Industry Councils on occupational areas which can be expected to provide future job opportunities.

15. IDENTIFYING LANGUAGE REQUIREMENTS FOR SPECIFIC OCCUPATIONS

In an occupation-specific class, instruction must focus on language required to function effectively in skills training and/or employment in a particular vocation. To provide this instruction, language specific to the occupation must be identified. Techniques and resources for identifying language requirements are discussed in greater length in the vocational program section of this document.

16. USING APPROPRIATE ASSESSMENT TOOLS & INSTRUCTIONAL MATERIALS.

VESL teachers must be provided with a wide range of instructional materials that integrate relevant language with specific occupational requirements. The assessment instruments used should measure progress of the learner toward achievement of curriculum objectives.

Program operators should:

a) survey availability of and evaluate vocation-specific curriculum materials. The California VESL Resource Directory, DNAE, New Perspectives, and Horizon are useful resources

b) identify gaps between available materials and program needs

c) identify staff available to develop necessary curriculum materials or resources for employing curriculum developers

d) provide training for curriculum developers.

17. ASSISTING STUDENTS DURING THE TRANSITION TO VOCATIONAL SKILLS TRAINING AND/OR EMPLOYMENT

To be most effective, the ESL program should provide support services to students making the transition from the ESL program to skills training or employment. Staff can help students anticipate problems and assist in making them aware of resources that can help.

Program operators should:

a) inform students of specific ESL and basic skills classes and counseling services available to them

b) identify available staff or volunteers to provide follow-up services such as specialized tutoring, identificaton of problem areas, and resources for referral.

BEST COPY AVAILABLE

VOCATIONAL PROGRAM APPROACH

VOCATIONAL PROGRAM APPROACH CHECKLIST

- ☐ Finance the Program
- ☐ Secure Administrative Support
- ☐ Prepare Staff
- ☐ Develop Curriculum
- ☐ Make the Program Competency-based
- ☐ Provide Support Services
  - assessement
  - counseling
  - job placement
- ☐ Include Cross-cultural Training
- ☐ Select Target Occupations
- ☐ Prepare Vocational Instructors
- ☐ Prepare VESL Teachers
- ☐ Identify/develop Occupation-specific Curriculum
- ☐ Adapt Vocational Instruction
- ☐ Set Realistic English Proficiency Requirements
- ☐ Select the VESL Classroom Site
- ☐ Provide Vocational Materials for the VESL Instruction
- ☐ Make Scheduling Decisions
- ☐ Provide Effective Support for Small Groups

VOCATIONAL PROGRAM APPROACH

BEST COPY AVAILABLE

UNDERSTANDING THE APPROACH

The vocational program approach provides training in an entry-level occupation and in related English language skills. The training takes place in vocational programs, where students are prepared to enter the job market as skilled, promotable workers such as electronic assemblers, nurses' aides, draftsmen, and auto mechanics. The programs prepare students for these occupations within a limited time (usually 6 months to a year, depending on the vocation). They do not deal with occupational areas requiring degrees or those requiring no specialized skills.

Specially designed English as a Second Language instruction and cross-cultural training supplement the skills training. The development of related language competencies enables LEP (Limited English Proficient) adults to market their occupational skills in English-speaking work settings. Most often the language instruction is very specific, focusing on the speaking, listening, reading, and writing needs of the occupation.

The program can be structured in a variety of ways. The LEP students can be placed in existing vocational classes with native speakers of English, or they can be assigned to separate, specially designed programs. The language and cultural support classes can be offered prior to entrance into the skills training classes and/or concurrently. Some programs may find that bilingual instructors and/or aides and/or materials facilitate vocational instruction.

IDENTIFYING GOALS

The approach's goal is to enable LEP adults to develop marketable occupational skills by:

1) making vocational programs accessible to them

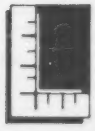
2) helping them succeed in training

3) developing their on-the-job communication skills

4) compensating for possible deficiencies in their education or prior experience — e.g., insufficient math skills or a limited knowledge of American work culture — that would hinder performance in an occupational training classroom and/or on the job.

SIZING IT UP

The vocational classroom setting provides an opportunity for the intensive development of occupational skills in LEP adults. This preparation can give them the edge they need to achieve full self-sufficiency by lifting themselves above unskilled, entry-level jobs in a highly competitive employment market.



This setting facilitates the close coordination of ESL and vocational instruction since the program is usually housed within a single institution. In contrast, those who operate the work experience and workplace approaches' which tend to involve multiple locations with no common management, may find such coordination far more difficult.

The vocational skills approach is best suited to learners who have the motivation and financial support to participate in an intensive program. It involves a full commitment of time to vocational and language training. Participants in special projects such as the Job Training Partnership Act

or refugee programs are likely to be able to take advantage of this approach.

Implementation of this model requires a considerable investment of administrative time and energy to reorient existing vocational and ESL programs and widen their spheres of concern. It also demands extensive coordination between staff members not accustomed to working together or relating to each other. The program should offer flexibility in course offerings, curriculum, and length of training.

Ideally, a program of this type could prepare trained workers to alleviate shortages in the community's manpower pool by matching individuals in need of skills and jobs with industries in need of workers.

MAKING IT ... OR BREAKING IT

1. SELECTING TARGET OCCUPATIONS

Before setting up programs or enrolling LEP students in them, program operators should take time to assess the community's manpower needs by consulting such sources as employers, advisory committees, and federal and state labor market studies. The California Employment Development Department's publications, such as its five year Projection of Employment by Industry and Occupation and the Annual Planning Information reports for each of the state's Standard Metropolitan Statistical Area, are of particular use. Program planners will be able to identify occupations likely to have a strong current and future demand for workers so that they can set up programs and direct students accordingly. Preparing LEP adults in occupational areas that are not in demand only builds false expectations. Moreover future enrollments in programs may depend on the successful placement of graduates.

Program planners must also identify occupations that don't require much English, such as electronics assembly and machine operation. These will be particularly suitable fields for students with a very limited knowledge of English. This is not to say that LEP students cannot succeed in most vocational areas, but only that certain occupations require less language and are more accessible.

2. PREPARING VOCATIONAL INSTRUCTORS to WORK with LEP STUDENTS

Vocational instructors aren't likely to have had much experience with students who have limited proficiency in English. These instructors may already be confronting classes with native speakers of English who cannot read, are handicapped, or have other special needs. They may feel overwhelmed by the task of providing effective instruction unless they are helped to develop strategies for dealing with LEP students.

Special workshops or orientaton sessions can help prepare vocational teachers for LEP students. These should address such topics as:

a) general cross-cultural sensitivity and skills, e.g., understanding non-verbal communication (gestures and body language), differing value systems.

b) specific cultural information about each of the groups they are likely to encounter in the classroom

c) why and how a student's native language interferes with communicating in English

BEST COPY AVAILABLE

BEST COPY AVAILABLE

d) effective techniques for teaching vocational content to LEP students, such as breaking content down into smaller units, including visuals, using repetition, allowing response time, modeling, and using a variety of materials

e) effective and ineffective use of the student's first language. The student's language is very useful for explaining concepts but not for translating names of tools or simple commands. The terminology for tools, equipment, and materials may not exist in the student's language. Moreover, excessive use of translation will impede the student's learning of English.

Additionally, vocational instructors need to be ready to coordinate with and support the work of the VESL instructor who will be assisting the LEP students. Vocational instructors should view VESL support as an asset, not as an encroachment on their territory.

Further help can be found in, Helping Vocational Instructors Train Limited-English Proficient Students and the California Cultural Awareness Resource Guide.

3. PREPARING VESL INSTRUCTORS TO SUPPORT VOCATIONAL TRAINING

To support a vocational training program effectively and establish a working relationship with the vocational instructor, the VESL instructor must understand and appreciate vocational training. The language teacher has probably had little experience with occupational training and may never have been in a welding shop, an electronics factory, or a vocational classroom even as an observer. The VESL teacher needs to understand such key concepts as the sense of pride in workmanship, the importance of accuracy, and the vocational instructor's feeling of accountability since, after all, his reputation is on the line every time he places a graduate in a job.

To achieve this understanding, the VESL teacher should observe vocational classes to better appreciate the instructional approach, sequencing, and goals. If possible, the VESL teacher should also visit a workplace to observe actual working conditions, shop language, and work procedures. Observation time should be built into the program design as part of the training of VESL teachers.

4. DEVELOPING AN OCCUPATIONAL SPECIFIC VESL CURRICULM

A curriculum and materials that are focused and relevant are the keys to a successful VESL class in this approach.

The first step is to assess the language requirements of the target vocation using task analysis to pinpoint its language needs. The analysis can be done by observing vocational classrooms and workplaces, studying training materials, and interviewing vocational instructors and employers.

The curriculum should reflect language as it is actually used, not as it is surmised by instructors or as it appears in textbooks. Language needs should be classified according to listening, speaking, reading, and writing tasks. The resulting materials and instruction should reflect the fact that there are many things that trainees may need to say on the job that they never have to read. They may need to understand other language when it is spoken but may never have to write it. In addition, the curriculum should be sequenced according to the needs of the vocation, not the needs of language instruction. The sequence must be logical; it might follow the vocational syllabus or pattern itself after the vocational process (e.g., the steps in repairing the body of an auto).

BEST COPY AVAILABLE

Although specific language needs are stressed, the curriculum should not concentrate so narrowly on the language needed in one job that it ignores the broad communication needs of the workplace. The curriculum should also include more general language functions and vocabulary that can be used in most job settings. This gives students flexibility, preparing them for promotions and job changes.

For guidance in performing needs assessment and preparing curriculum, see: Industrial English, Partnership with Industry, and Developing an Occupational Specific VESL Curriculum.

Because curriculum development requires considerable time and resources, every effort should be made to identify existing curriculum and instructional materials that can be adopted or adapted. the California VESL Resource Directory, Horizons, and New Perspectives in VESL are excellent tools for locating materials and existing programs that may be of help.

5. ADAPTING VOCATIONAL INSTRUCTION

Methods and materials traditionally used in vocational instruction may require adaptation to serve the LEP population. Adaptation may include such steps as

a) increasing the use of audiovisual materials

b) using more demonstrations

c) assigning simpler reading material

d) using bilingual teachers and/or aides

e) breaking the content down into smaller, more manageable units

f) checking student understanding more frequently.

For additional ideas see "Helping Vocational Instructors Train Limited-English-Proficient Students."

6. SETTING REALISTIC ENGLISH PROFICIENCY REQUIREMENTS FOR ENTERING STUDENTS

The proficiency requirements for entry into vocational programs tend to be either too relaxed or too stringent. If the training class is conducted in English, some minimal English proficiency will be necessary for a student to succeed. The precise level required will vary according to the occupation (e.g., welding requires less English than typing) and the mode of instruction in a particular institution (Does the class require a lot of reading? Are lectures common? Is demonstration used frequently? Are bilingual aides available?).

In one school, auto mechanics might be taught using demonstrations, short talks, and a clearly written, uncomplicated textbook. The LEP student would find it possible to learn in this setting because the course is not dependent on a high level of language. In another school, the same auto mechanics training might be offered using long, theoretical lectures and a textbook written at a college reading level.

The intake process should include assessment of the students' language proficiency, which is used to help place them in classes for which they meet the minimal proficiency levels. It is a disservice to place students in programs where they are bound to fail because of poor language ability, yet

care should be taken not to establish unnecessarily high requirements. Too often reading tests designed for native speakers of English are used, effectively and unnecessarily excluding LEP students who would otherwise succeed in training classes. Requirements should match what is needed to succeed in an occupation and should exist to ensure the success of LEP students, not to exclude them.

BEST COPY AVAILABLE

No single English assessment instrument is perfect for this purpose, but, program operators should make certain that the instrument used is a test of oral and listening proficiency designed specifically for second language students. Although tests such as the Best Test, the Ilyin Oral Interview, and the John Test are not designed for vocational purposes, programs have found them useful for establishing oral proficiency levels. The Bilingual Vocational Oral Proficiency Test has also been used. (Sources for these tests can be found in the bibliography).

7. SELECTING THE VESL CLASSROOM SITE

It is important that the language support class be held in or near the vocational classroom. This reinforces the student's perception that language instruction is part of the vocational training and part of the necessary preparation for employment. Moreover, this physical proximity makes it easier for the language teacher to use the vocational tools, materials, and machines as teaching aids. Finally, the less distance students have to travel between their vocational and langauge classes, the more likely that they will attend both. When students have to go to the other side of campus or to another site for language instruction, some will choose to forego it.

8. COORDINATING VESL & VOCATIONAL PROGRAM COMPONENTS

Usually the ESL and vocational programs are separated physically and administratively. The instructional staffs are not likely to know each other or understand each other's purposes. For a dual-focus program such as this to be coherent and fully effective, the two components must continually work together, both administratively and instructionally.

To foster coordination, the director or chief program administrator should bring together the vocational and ESL staffs at the outset to explain what their roles are and how they interrelate. The administrator should also make it clear that the communication must be ongoing.

Continuing contact should be built into the program by scheduling regular times (daily or weekly) for vocatonal and ESL instructors to meet in pairs according to vocational area. These meetings can be used to exchange information about students (e.g., their progress in learning English), to develop curriculum, and to coordinate and sequence instruction. Periodic written reports from the VESL staff to the vocational staff are also a good way to build relationships. It may be necessary to build the extra time into a budget to enable the instructional staff to coordinate.

9. PROVIDING VOCATIONAL EQUIPMENT & MATERIALS FOR VESL USE.

The VESL teacher needs access to the tools and materials of the vocation in order to use them as visual aids in the day-to-day language support instruction. Many times tools and materials are carefully controlled. A procedure should be set up to ensure that the VESL teacher can readily get what is needed.

10. MAKING SCHEDULING DECISIONS

Every program must determine when students should take VESL. There are no sure answers. In fact, the answers may be determined less by

BEST COPY AVAILABLE

program design considerations than by a multitude of local variables, such as classroom availability, vocational entrance requirements, or funding regulations. Options do exist. Programs may:

a) provide VESL classes before the student ever enrolls in vocational training. Some programs make completion of a VESL class a pre-requisite for entering training.

b) offer VESL concurrently with vocational training. VESL may be scheduled:

   1) before or after the vocational instructional day, requiring LEP students to put in longer hours than their native-English-speaking classmates.

   2) as pull-outs during vocational classes. This may draw objections from students who feel they are missing part of their vocational classes and/or from instructors who feel that pull-outs interfere with the instructional programs.

Another important question is how much VESL is optimal. Some programs have found one hour of VESL for every five hours of vocational instruction to be a desirable proportion. In some cases VESL support can be decreased or ended after 80 to 100 hours of instruction. The length of time depends on the importance of language in the vocation and the general English proficiency of the students.

11. PROVIDING EFFECTIVE LANGUAGE SUPPORT FOR MULTI-VOCATIONAL GROUPS

Though it is advisable to have the language-support groups divided by vocations and taught separately, this is not always possible. When a few LEP students are spread over several different occupational areas, it may be feasible to group them together and teach them language functions (e.g., asking questions) that are common to all. Some tools, shop functions, and safety rules may also be common. This is not an ideal arrangement, but it at least provides some crucial language support.

Flexible scheduling is another solution. For example, the whole group of students could come every day for an hour, with the auto mechanics staying for an extra hour on Mondays, the electronics students on Tuesdays, the welding students on Wednesdays, and so on. Alternatively, a teacher could be assigned to circulate among the vocations, pulling out students in any given vocation once or twice a week for specific instruction.

An individual instructional lab is another alternative. However, the current lack of occupation-specific materials makes the establishment of such a lab a monumental task.

WORK EXPERIENCE APPROACH

WORK EXPERIENCE APPROACH CHECKLIST

- ☐ Finance the Program
- ☐ Secure Administrative Support
- ☐ Prepare Staff
- ☐ Develop Curriculum
- ☐ Make the Program Competency-based
- ☐ Provide Support Services
  - assessment
  - counseling
  - job placement
- ☐ Include Cross-Cultural Training
- ☐ Determine Program Components
- ☐ Develop Work Experience Sites
- ☐ Cover Liability
- ☐ Schedule
- ☐ Provide Vocational Counseling
- ☐ Select Trainees
- ☐ Find Financial Support for Trainees
- ☐ Maximize the Training Opportunity
- ☐ Provide Job Placement

WORK EXPERIENCE APPROACH

UNDERSTANDING THE APPROACH

The work experience approach to training LEP students with vocational goals combines a classroom situation — including VESL and possibly vocational skills training — and participation in actual workplaces in the public or private sector. To succeed, work experience training must include substantial exposure to both components, although the proportions of each may vary according to individual programs' designs/needs and job needs.

The work experience model is a rigorous VESL approach, requiring a substantial time commitment on the part of trainees (up to 8 hours per day) and considerable extra effort on the part of the program staff to develop acutal work experience places with employers.

While it is true that workplace training involves trainee learning through "on-the-job" experience, it should not be confused with "On the Job Training" (OJT) as defined by the U.S. Department of Labor. Unlike OJT, the VESL workplace training approach rarely subsidizes employers for providing training sites. It is more flexible than OJT since trainees continue to receive classroom support during their workplace experience.

IDENTIFYING GOALS

The work experience approach has five major goals:

1) to maximize the chance of hire for trainees (Some programs have achieved placement rates of close to 90%).

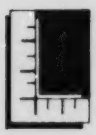
2) to maximize the use of vocational/language/cultural training resources that exist in the private or public employer sector of the community

3) to ensure that trainees receive relevant classroom instruction and on-the-job exposure to current vocational skills through their experience in real work settings

4) to develop the trainees' self-confidence in the work place

5) to provide a supportive transtion from classroom training to the actual work setting.

SIZING IT UP



The work experience approach offers several important benefits:

1) It is unique in providing a guided, supportive transition from the classroom to the real world of work, helping to break the cycle of no experience/no job.

2) It provides direct experience with American language and culture at a workplace, while accelerating language acquisition and acculturation to the workplace. Learning about work culture in the actual workplace is as valuable as learning a specific job skill.

3) It provides trainees with verifiable local job experience and references to aid them in seeking employment. This particularly benefits individuals who have no applicable work experience.

BEST COPY AVAILABLE

BEST COPY AVA

4) It can greatly increase a trainee's chance of hire.

   a) Worksite employers will generally be much more willing to hire an LEP trainee since they have direct knowledge of their work. The work experience approach helps to circumvent the barrier of the interview and the danger that the employer will make a quick, superficial hiring decision. It gives trainees the chance to demonstrate their positive qualities to the employer over a longer period of time.

   b) Other employers will also be more willing to hire LEP trainees since the program will have given them an opportunity to acquire local references and to enhance their self-confidence.

5) It greatly benefits employers by

   a) sensitizing them to the background, values and behaviors of new cultural groups

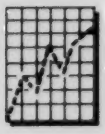
   b) augmenting their labor force

   c) providing them with bilingual assistance

   d) enabling them to get to know trainees and observe their work abilities prior to hiring.

6) It has proven to be a cost-effective model in the sense that the work experience site is provided for trainees at relatively little cost to the training program. Usually the main cost in addition to classroom VESL/vocational skills training is in marketing the program to employers and in providing follow-up counseling for trainees assigned to work experience places.

MAKING IT ... OR BREAKING IT

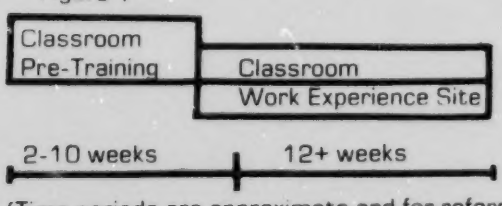


1. DETERMINING PROGRAM COMPONENTS

The proportion of time devoted to classroom training and work experience sites will vary. Instruction may take place at the work experience place or at the training center. Classroom instruction must achieve short-term goals, which facilitate the trainees' survival at the workplace, and long-term goals, which will prepare the trainee to secure and maintain employment elsewhere. Instruction can include General VESL (getting a job, holding a job, moving ahead), occupation-specific VESL, and vocational skills training. Trainees with differing occupational goals may study certain subjects in common (e.g., getting a job), depending on language level and job requirements.

a) Some programs have a pre-training period conducted in the classroom, which provides VESL, vocational instruction, and motivational activities (field trips, speakers). As trainees become ready, and/or as site slots become available, trainees are referred to sites. They continue to follow a reduced schedule at the training center, which provides ongoing counseling and language skills training. (See Figure 1.)

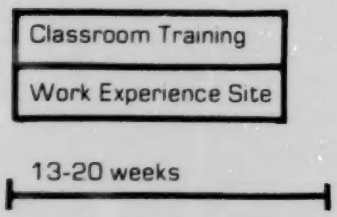
Figure 1



(Time periods are approximate and for reference only)

b) Another model places trainees at workplacess as soon as possible after entry into the program. Classroom instruction and site experience are conducted concurrently during the entire program.

Figure 2



Whether a program planner chooses one of the two designs described above or some other combination, it is crucial that he/she realize the importance of ongoing regular (preferably daily) contact with trainees on the part of the program. If such supportive instructional and counseling contact is not maintained, students may come to feel alienated, disenchanted, and "abandoned" by the program.

One experienced center operated a program that began with a six-week period of classroom instruction, followed by an extensive twenty-week period of on-the-job training for eight hours a day. Only two evenings of VESL class/counseling were offered each week. Trainees gradually felt less and less connected to the center and more and more exploited by their work experience places (even though they were receiving CETA stipends). Final job placement rates for the class were not encouraging, and the center has not used that model since. In contrast, programs that have provided continuing support to trainees at the workplace have had more successful experiences.

Program length will vary according to the English language proficiency of the trainees, their occupational objectives, and the requirements of the workplace employer. A typical program, during which the trainee is at the site, might last from 12-20 weeks. Pre-training time, if included, could be shortened or extended as needed. Usually an eight-hour day (or longer) is required.

2. DEVELOPING THE WORK EXPERIENCE PLACE

The success of any work experience program depends to a large extent on selecting and developing viable workplaces. This requires a staff person (e.g., job developer, counselor, teacher, coordinator, director) who is at home in public and private work settings as well as educational settings. He/she must have excellent interpersonal communication skills and be at ease in "selling" the program and its trainees. First impressions are important; the impact of a staff person on a manager or supervisor can determine the success or failure of workplace development.

The staff person will work closely with the employer in arranging the site, monitoring trainee performance, and performing job referral and development at the end of the program. In some programs, several full-time staff members perform these functions.

The work experience site must be accessible to the trainees. If most program participants do not own cars, public transportation routes and schedules must be carefully considered. Since work experience is accompanied by VESL, the transportation time is critical, if all classroom instruction is offered at the training center.

The workplace developer should analyze the types of jobs performed at the site. Will the trainee acquire marketable job skills? Is there potential for employment at the workplace? Will the employer be willing to provide references and letters of recomendation for trainees who complete the program? Do the jobs afford language practice and cultural interaction? Assigning an LEP student to a workplace where no English is spoken will not meet program goals.

It is important to consider the following questions when marketing the work experience program to the employer: Does the employer need to augment his work force? Does he need bilingual assistance to communicate with clients, patients, customers? Does he feel a need for his employees to better understand the cultures of the LEP adults in the community? Would he appreciate the opportunity to evaluate potential employees before making the decision to hire?

If the employer has had a bad experience with other job site programs, more intensive marketing may be necessary. Staff can put the hesitant employer in touch with satisfied employers who have already participated in such a program.

The workplace developer must evaluate the interest and commitment of the supervisory staff at the workplace. Success depends on a caring workplace staff who will follow through in helping to train and evaluate program trainees. Sometimes the decision to accept a trainee into a company is made by someone other than the immediate supervisor; it is essential that the cooperation of the immediate supervisor be secured as well.

All parties must agree on roles and expectations. An employer who expects that trainees will be productive immediately is likely to be disappointed. Expectations can be clarified through discussions, written agreements, and continuous close contact between program staff, employers, and trainees. (See Appendix A for an example of how responsibilities and privileges are itemized in contract form.) Program development must ensure that trainees will not be exploited.

3. COVERING LIABILITY

One of the first concerns voiced by employers is, "How will you cover liability insurance?" No employer is willing to risk a lawsuit, so the question of liability must be addressed before any students are placed at jobsites. Program developers should meet with their district or agency fiscal/insurance officers to work out details. Some self-insured school districts can easily add trainee names to their blanket coverage. Programs may need to budget to purchase Workman's Compensation Insurance. Trainees working in the health field may also need to be covered by Professional Liability Insurance.

4. SCHEDULING

Program operators need to plan for flexible program scheduling to accomodate the time requirements of the workplace. They must clearly decide the extent to which classroom training schedules can accomodate work experience sites' needs for trainees at different times of day. They must also consider the time required for lunch and for transportation between the classroom training and work experience sites.

Programs may:

a) set a definite time of day for classroom training and convince work experience sites to accomodate these hours

b) adopt a semi-flexible AM-PM mirror-image model, enabling students to attend the same set of classes either in the morning or the afternoon, according to work experience site needs

c) adopt a totally flexible class scheduling approach that conforms completely to the time requirements of the work experience site.

Program operators may also wish to determine whether they will assign trainees to work experience sites at times other than normal business hours (e.g., swing shifts, night shifts).

Program planners and staff need to discuss the balancing of classroom and work experience time. May trainees skip class hours to expand work experience hours? Program policy varies on this point, but participants need to agree on policy.

The extent to which a program can display flexibility in work experience site times may depend on its resources. How feasible is it to offer sections of the same class at different times of day? The way in which the program design is presented to employers can also influence whether they will demand to have trainees at certain times. If, for example, the employer is told at the outset that the bank teller VESL course is only taught in the morning, he may more readily understand why the trainee is only available to go to the work experience site in the afternoon.

On the other hand, employers may require that trainees be at the work experience site sometimes in the morning, sometimes in the afternoon, and on still other occasions for the entire day in order to learn all aspects of some specific work progress. In such situations the program operator needs to weigh the following factors:

a) Is there a good chance that the trainee will be hired at this site?

b) Is the task to be learned at the work experience site more valuable than the language skills the trainee may miss by pursuing such a disruptive schedule?

c) What does the trainee think?

d) How will this affect other trainees?

Program staff should establish strong attendance policies for both the classroom and work experience components. This is important because (a) the American cultural value (some would say "obsession") of being on time and giving advance notice needs to be stressed with trainees through program policies; and (b) the work experience model can be demanding (up to 8 or 9 hours per day), and the requirements need to be clearly stated to trainees at the outset of the program.

5. PROVIDING VOCATIONAL COUNSELING

Vocational counseling is essential at nearly every stage of the training process.

a) Before Selection: In centers where there are different programs, applicants need clear orientation regarding both training and occupational objectives. They may have misconceptions about the demands and rewards of certain jobs, or may lack a clear sense of their own interests and commitment.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

b) Orientation: Once selected, trainees must clearly understand the role of the work experience site. They are likely to expect varied and thorough training at the site, close supervision, and assurance of a job if their performance is satisfactory.

The orientation should stress that the site is primarily valuable as an opportunity to practice the language, adjust to a new culture, and develop a work record. Counselors can help build trainees' confidence and encourage them to take the initiative in interacting with company personnel. The acquisition of substantial vocational skills through the workplace experience, while desirable, is often not the primary outcome of the work experience model.

c) During the Program: As trainees move up through the program, they may need help in adjusting to the work setting. Trainees who lack confidence, have personality conflicts with supervisors, receive little workplace cooperation in completing classroom-assigned tasks, or who are slow to conform to time and grooming standards need reinforcement from a counselor.

If trainees seem to lose interest or commitment to the work experience, counseling may be necessary to reinforce the value of the cultural experience. Counselors also need to reinforce the value of the language learning experience. Learning how to interact effectively with Americans may often be more important than the job skill itself.

Trainees in a group may compare sites, and some may feel that theirs do not measure up to those of their peers. This is an unavoidable problem, and there are no easy answers. A trainee may ascribe his own "less desirable" situation to "luck", and this may not be far wrong. Timing is critical in securing work experience sites and job placements, so the trainee who happens to be available when a "desirable" site or job opens up will most likely get it, even though another trainee (who perhaps already has a "less desirable" site or job) may be more appropriate. Once a trainee has a site, it is difficult to make a switch.

Group counseling sessions can often be helpful to enable trainees to vent frustrations or dissatisfaction about workplaces in "public." It often becomes clear that there is no ideal or "dream" site; each has its advantages and disadvantages. (Note: Although the concept of group counseling is pervasive in American culture, the counselor should not assume that trainees will be able to share feelings readily in such a context.) Trainees who worry that they will not be hired at the job site need to be reminded of the value of <u>local</u> experience, positve letters of recommendation, and references. An understanding of the relationship between the work experience and subsequent jobs is crucial.

6. SELECTING THE TRAINEES

In general, more care is required and fewer risks may be taken in selecting trainees for programs with work experience components than for other VESL programs. Not all students are ready to benefit from this kind of program. The credibility of the training center and its ability to develop future sites is jeopardized when trainees drop out before the scheduled termination date.

Trainees must be ready to go to work. This means selecting applicants who have their personal lives in order, can adapt to a new environment, and want to <u>work</u> rather than continue their education. This last concern cannot be overstressed.

Programs must establish some means, however subjective, of screening potential trainees. Individual and/or group interviews are often used. Interviewers can ask potential trainees some of the following questions: How did they spend their time before applying for the program? Have they enrolled in classes? Have they looked for work (or have they waited passively for the program)? Are they willing to commute?

Programs must also establish some form of language screening process. Due to their involvement with private sector employers, work experience VESL programs would have difficulty serving trainees with no English. Such programs usually require a minimum level of language proficiency. Some, for example, specify an ESL level of at least 100-200 (as measured by STEL Structure Tests - English Language). If programs adopt standardized instruments, they should be sure that these are designed for LEP trainees. In the past, funding sources have attempted to mandate tests designed for native speakers such as the TABE (Test of Adult Basic Education) or the ABLE (Adult Basic Learning Examination), instruments that are totally inappropriate for LEP trainees.

7. FINDING FINANCIAL SUPPORT FOR TRAINEES

Most successful work experience programs currently operating in California either subsidize trainees at some level (e.g., minimum wage for 6-8 hours a day) through a funding source such as JTPA or serve refugees, most of whom are supported through cash assistance or some other form of welfare. It is questionable how successful the work experience model can be for trainees who have no source of support, however minimal, since the model as currently practiced requires trainees to spend some 6-9 hours per day at classroom and workplaces.

If sources of subsistence support for trainees continue to shrink, programs may need to

a) Consider asking participating employers to provide some level of support for trainees;

b) Restructure training design to increase overall length of training while decreasing daily training time (this may enable trainees to work part-time during training);

c) Consider seeking part-time or weekend subsistence employment for trainees to support them during the training period; or

d) Attempt to qualify trainees for forms of educational assistance such as BEOG (Basic Educational Opportunity Grant). This may pose problems for community-based organizations, which may not be accredited to receive BEOG or other forms of aid. Moreover, ESL students may be barred from receiving certain forms of aid in some educational systems.

8. REINFORCING WORKSITE EXPERIENCE IN THE CLASSROOM

Having established work experience sites, the program must take steps to ensure that the classroom component maximizes the training opportunity that these sites present.

To accomplish this, programs may wish to:

a) Establish teacher selection criteria that recognize the various expectations that must be met by VESL teachers in a work experience training model. In many cases, teachers may be expected to visit work

BEST COPY AVAILABLE

BEST COPY AVAILABLE

experience sites to gather information for curriculum development, develop curriculum on an ongoing basis (an absolute necessity that cannot be overstressed), and work closely with other staff and trainees outside the classroom to perform such functions as selection and counseling.

b) Allow time for teachers or curriculum developers to visit work experience sites to conduct language needs assessment and develop appropriate curricula.

c) Urge teachers to provide classroom activities and out-of-class assignments that require students to interact with native speakers at the work experience site. (For example, assignments might require trainees to interview supervisors on specific topics.) Without such activities, trainees miss one of the most valuable opportunities provided by the work experience model.

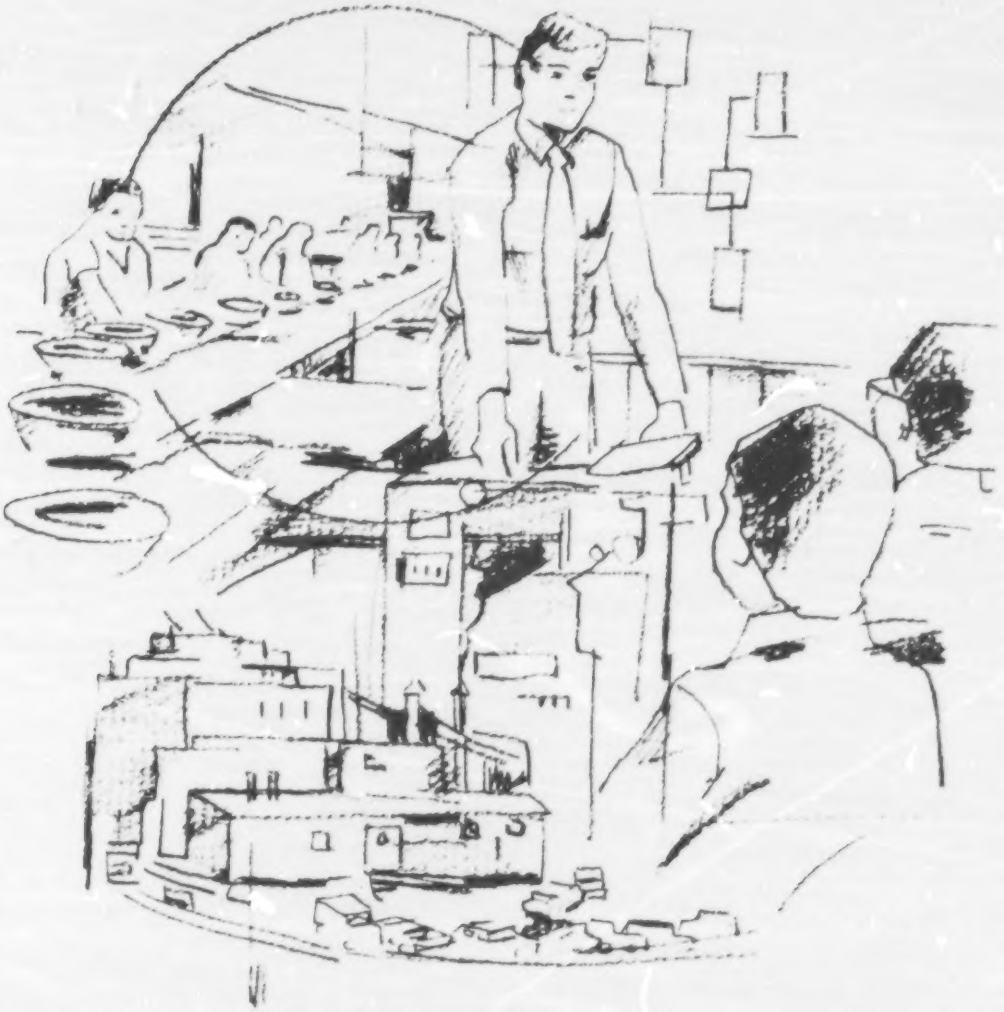
d) Establish a feedback, evaluation, and remediation system governing individual student performance at the work experience site. Such a system enables teachers and other staff persons to evaluate the effectiveness of the classroom training on a regular basis and to change the curriculum and/or instructional style as needed to enhance students' on-the-job performance. The system might include regular written evaluations completed weekly or monthly by workplace supervisors (see Appendix B for examples), periodic follow-up visits to the workplace by training program personnel (job counselor, coordinator, or teacher), and regularly scheduled meetings, bringing together students and workplace personnel to assess student progress, resolve problems and set goals.

9. PLACING GRADUATES IN JOBS

The entire program is aimed at securing paid employment for graduates. At the conclusion of the work experience site training, employers will often choose to hire trainees as regular employees. The employers will have had an opportunity to evaluate the trainees' abilities and work habits. A job counselor can work with employers to resolve any reservations they may have about particular trainees. By soliciting suggestions for improvement and incorporating them while the training is in progress, job counselors can build employers' sense of a stake in the trainees' future and increase the likelihood of a hire. Supporting the work experience site so that it will lead to a permanent placement requires full time staff.

If the trainees are not employed by the work experience site, the program should assist them in finding other jobs. The work experience employer should be willing to serve as a reference and provide a letter of recommendation. A local reference is invaluable for someone who may never have worked in the United States.

WORKPLACE APPROACH



- ☐ Finance the Program
- ☐ Secure Administrative Support
- ☐ Prepare Staff
- ☐ Develop Curriculum
- ☐ Make the Program Competency-based
- ☐ Provide Support Services
  - assessment
  - counseling
  - job placement
- ☐ Include Cross-Cultural Training
- ☐ Sell the Program
- ☐ Determine Program Content
- ☐ Balance VESL and General ESL Needs
- ☐ Sensitize Co-workers
- ☐ Ensure Company Commitment and Cooperation
- ☐ Involve the Employee's Supervisor
- ☐ Ensure Student Commitment
- ☐ Agree On Expectations
- ☐ Evaluate the Program and Participants

WORKPLACE APPROACH

UNDERSTANDING THE APPROACH

Workplace programs are conducted at the place of employment for the limited-English proficient (LEP) employees of that company or organization. The language and communication skills taught in such a program must therefore relate directly to a specific vocational context, components of which include:

1) Particular job functions

2) Overall occupational knowledge

3) Career development

4) Organizational culture

The needs of the sponsoring company or organizations, determined through needs assessment, largely determine the curriculum to be taught.

Workplace programs are offered through such varied sources as adult education programs, community colleges, university extension services, private consultants, and private language schools. A wide range of program models is currently in use. Although VESL training is most often sponsored by a single company for the benefit of its employees, programs could also be jointly sponsored by a consortium of related companies, e.g., firms within the electronics industry.

IDENTIFYING GOALS

The overall goal of a workplace VESL approach is to help LEP employees overcome linguistic and cultural barriers to effective job performance and career development. More specifically, workplace VESL aims at

1) Enhancing the LEP employee's ability to communicate with coworkers and supervisors

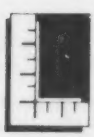
2) Increasing the LEP employee's awareness of both U.S. work culture and his/her own organization's culture, e.g., norms of communication and appropriate behaviors in given settings

3) Maximizing the training and promotional opportunities of LEP employees.

The competency-based curriculum, which focuses on meeting specific performance objectives, allows for program evaluation and refinement.

SIZING IT UP

More than any other VESL training approach, the worksite model offers the advantage of language and cultural orientation training keyed to specific job requirements and a specific work context. It thus provides LEP employees with



1) English language that will facilitate job performance

2) Insight into the behaviors and expectations, both explicit and unwritten, governing successful performance and promotion within their particular organizations

A workplace VESL program offers many benefits to the organization as well. These include:

1) Improved relations between the LEP employee and his/her co-workers, supervisor, and employer

2) A more pleasant working environment due to enhanced communication and sharing of organizational culture

3) Better trained and more promotable LEP employees

4) Greater potential productivity due to increased motivation, better understanding of organizational goals, and fewer instances of misunderstood instructions

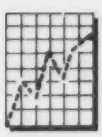
5) More cost-effective training since the VESL curriculum is organization-specific

6) Clear and easily documented evidence of efforts to achieve affirmative action goals.

MAKING IT ... OR BREAKING IT

1. SELLING THE PROGRAM

Successful implementation of workplace VESL depends heavily upon the VESL provider's ability to demonstrate to employers their need for such programs. Well-developed marketing skills are thus essential. VESL providers should maximize their marketing opportunities by cultivating networks of contacts in business and industry. They can talk to professional organizations such as local Rotary Clubs, Chambers of Commerce, and manufacturing associations. They should join professional organizations such as the American Society for Training and Development (ASTD) and take advantage of the opportunities these offer for meeting training personnel from companies in their area.



Most VESL providers come from an education milieu. If they are not familiar with "the way things are done" in industry, they must learn these ways. They should begin with business journals, business sections of newspapers, and business publications specific to their geographical area. They must learn to use people in industry as resources and must not hesitate to ask questions. They should familiarize themselves with the general needs of training in industry, and in particular learn about a specific organization before approaching it. Then, since the foremost concern of business and industry is "the bottom line," and since the sponsoring organization may be asked to pay part or all of the cost of a workplace program, VESL providers must be fully prepared to demonstrate the cost-effectiveness of VESL training. They should compare its cost with that of other types of training already being implemented within the organization and be ready to explain available options and different program models.

A well-organized program should be designed before a company is even approached, whether by telephone or in person. As Partnership with Industry has pointed out, a company will want answers to key questions:

1. What is the purpose of your program?

2. Who are you? What educational institution do you represent? What is your track record?

3. What curriculum will be used?

4. What kind of logistic arrangements need to be made for classes?

5. How much paperwork is required by the company?

6. What are the qualifications of the teachers in the program? (Beyond credentials, what experience have they had?)

7. How will program be evaluated?

8. What is the cost to the company?[1]

Though it may be tempting to pledge the impossible in an effort to sell a VESL program, VESL providers need to be wary of promising more than they can deliver. Setting the cost to a company can be problematic. VESL providers should stay abreast of what their colleagues in the area are charging, as well as the approximate costs of other types of training offered in industry. In quoting program costs to a company, it is sometimes helpful to state the costs in terms of cost per hour per student.

VESL providers can avoid the embarrassing discovery that they are unable to set up programs they have sold by being aware of the constraints and capabilities of their VESL programs. They must consider, for example, the availability of instructors. They can safeguard their program's credibility by establishing a network with other ESL and VESL providers and instructors upon whom they can draw in case of unforeseeable emergencies.

With a little advance research VESL providers can sidestep the stress of having more programs set up than they can responsibly manage. They should talk to coordinators who have administered workplace VESL programs to get a realistic notion of the time needed to administer all phases of their programs.

2. DETERMINING PROGRAM CONTENT

Although the needs of each organization will dictate a specific curriculum, general content areas include:

a) general ESL

b) occupation-specific VESL (e.g., terminology specific to job functions, quality control and inspection, fringe benefits, safety and health procedures, and career development opportunities)

c) communication skills development (e.g., participation in meetings, informal contact with coworkers, contact with customers)

d) organization-specific cultural awareness (e.g., appropriate behavior during performance reviews and evaluations, norms of feedback, organizational values embodied in social functions).

In developing a specific VESL curriculum for a given company, the VESL provider must carry out a needs assessment. The assessment process should involve the principle contact in the company, supervisors, and those employees who will be in the course. By involving these several organizational levels in the process, the VESL provider will begin building the broad base of support necessary for program success.

[1]Partnership with Industry, p. 10.

The assessment can be based on interviews, written questionnaires (see Appendixes C and D for samples), company records if available (supervisors's reports, performance appraisals, records of reasons for leaving the company, etc.), and student testing. The assessment should give information regarding the company, the various ethnic and language groups represented there, and management and supervisory views of problems involving LEP employees. In addition to testing for degree of language proficiency, an assessment for students should provide detailed biographical information; an idea of current English language use, both inside and outside the company; an indication of past experience in studying English; and a student evaluation of what language and communicaton skills the VESL training should provide. (For further information on needs assessment, see Adult Vocational ESL, pp. 14-16 and ESL in the Workplace.)

Both the VESL instructor and members of the organization may find it difficult to pinpoint aspects of organizational culture that need to be explained to LEP students. Sources of help in identifying these items include:

a) Categories for analyzing culture, e.g., Harris and Moran's (Managing Cultural Differences) 10 Categories:

- Communication and language
- Dress and appearance
- Food and eating habits
- Time and time consciousness
- Rewards and recognitions
- Interpersonal relationships
- Values and norms
- Sense of self and space
- Mental processes and learning
- Beliefs and attitudes

b) Employee handbooks and other organizational literature

c) Orientation sessions for new employees

d) Data from exit interviews (given when employees leave the organization)

e) In-house rituals, such as awards, ceremonies, performance reviews, vocational counseling, social functions

f) Posted signs and information

g) Forms (e.g., payroll, insurance, disciplinary)

h) Interviews with more fluent non-native speaking employees who can articulate what they have had to learn and what has remained confusing or problematic for them.

3. BALANCING VESL & GENERAL ESL NEEDS

A successful VESL curriculum must strike a balance between the obligation to achieve program objectives and the need to maintain student motivation. Students may remark that they do not want exclusively job-related VESL content, instead requesting "general English" and interesting, non-job related materials. They may argue, "I've already got a job; what I need is English for outside the company." This complaint is most commonly voiced in relation to technical English, such as job-specific nomenclature.

Their request for English to use "outside the company" should be interpreted as a desire for more nontechnical English. Countless critical communications, ranging from cafeteria small talk to the need to ask a question concerning a change in employee benefits, are nontechnical yet nevertheless vocational in nature. The VESL curriculum should provide a balanced program. General ESL materials can be included, especially when these lead students toward attainment of performance objectives while stimulating interest.

4. SENSITIZING COWORKERS

A complete VESL program would also include training for native and proficient non-native English speakers who work with LEP employees. Such training would provide specific information on the cultures of the LEP employees, develop intercultural communication skills, and foster an awareness of the dynamic of intercultural communication in the workplace. The California Cultural Awareness Resource Guide is an important source of training ideas. The group with the most extensive experience in providing training to both LEP employees and other English-speaking personnel in the National Centre for Industrial Language Training (England).[1]

5. ENSURING COMPANY COMMITMENT & COOPERATION

A workplace VESL program cannot succeed without the full cooperation of the sponsoring organization. Support is needed not only from management but also from the personnel department, supervisors, and leads. (The term "lead" is most frequently used in the electronics industry to designate the person just below the first-line supervisor. The lead, or lead technician, generally has more contact with employees than the supervisor does and can thus provide the VESL instructor with valuable feedback concerning student progress, problems, etc.)

Before the VESL classes begin, the organization must:

a) Agree on financing of the program

b) Decide on a release-time policy (i.e., will employees attend class on their own or on company time?)

c) Decide when the class(es) will be held

d) Provide a suitable classroom

e) Agree to cooperate with initial and ongoing needs assessment

f) Agree on the goals and objectives of the VESL program

g) Specify the type of program evaluation (see number 9 of this section, "Evaluating the Program and Its Participants", below) that will be most useful to the organization

h) Recruit students and provide an appropriate incentive (e.g., release time, tuition reimbursement, certificate of completion to be placed in the employee's personnel file)

i) Designate a contact person from within the organization to function as liaison for the VESL program

[1]NCILT also serves as a resource center. Information and a copy of the catalog Industrial Language Training Publications can be obtained by writing: Information and Resources Officer / National Centre for Industrial Language Training / Havelock Campus, Havelock Road / Southall, Middlesex UB5 4NZ / England.

j) Agree to provide job-specific materials (technical manuals, training films, organizational literature, tools, etc.) to be used in the VESL training

k) help to schedule planning meetings.

The company's responsibilities do not end when the classes begin. The organization must supply the VESL program staff with regular feedback on employee progress and must persuade managers, supervisors, and leads to cooperate in this effort as well. For example, supervisors can be asked to provide regular feedback. A simple form can be used to indicate ("increase/same/decrease") performance in such areas as "time spent explaining," "time out for bilingual interpreter," "employee's willingness to ask questions," and the like.

Futher cooperation is needed in the area of class scheduling. The best-planned VESL program can run aground if the class time of the day(s) of the week conflicts with company production needs. A demand for employees to work overtime or a shift change can cause a class session to be cancelled. The VESL provider can forestall such problems by ensuring that there is a contact person or liaison within the organization who is responsible for coordinating adjustments and keeping the VESL instructor informed of changes. For instance, this individual would help to schedule make-up classes if needed.

It is also important that the company convey to students a sincere interest in their progress. Students often look to their supervisors and managers when adopting attitudes toward training.

Finally, the organization must assist in evaluating the program at its conclusion and, if appropriate, at regular intervals thereafter. (See #9, "Evaluating the Program and Its Participants.")

6. INVOLVING THE EMPLOYEE'S SUPERVISOR

Without question, the supervisor makes or breaks the program. A supervisor who does not see the value of the VESL training may feel that the program is creating unnecessary problems. Especially if employees are given release time to attend class, the supervisor may feel that the program is slowing production, making employees less available for overtime, and the like.

The VESL program coordinator, the instructor, and the organization liaison should meet the supervisors to explain the program, its objectives, and the supervisors' role in ensuring its success. Initial needs assessment should involve supervisors. Supervisors are more likely to feel "ownership" in a program if they also

a) Are kept informed about class content

b) Have a well-defined role in reinforcing learning

c) Are asked to provide the VESL instructor with feedback

d) Have a role in evaluating the program (see #9, "Evaluating the Program and Its Participants")

7. ENSURING STUDENT COMMITMENT

LEP students must also share in the responsibilities if VESL training is to be succeed. Before the VESL classes begin, the students must agree

a) To share the costs, in terms of either time or money, of the program

b) To attend class regularly for an established period of time

c) To participate in class and to complete homework or other outside assignments

d) To apply on the job what they learn in the classroom.

Above all, students must be helped to understand that the VESL training is neither a company handout nor an oppressive or punitive measure, but rather a company-sponsored opportunity for employees who are willing to make a strong commitment to their own development. In this sense, VESL becomes an integrated component of overall company training.

8. AGREEING ON EXPECTATIONS

It is not unusual for an organization, being unfamiliar with the process of acquiring English language proficiency and "cultural fluency", to hold unrealistic expectations for the VESL program: it will solve all communication problems; LEP students will acquire "perfect" pronunciation; non-native speaking employees will use English among themselves; or even "six months of VESL will do it."

It is essential that company and VESL provider agree upon realistic expectations as to what the program can and cannot do in a given time period and that these expectations be clarified before the program is implemented. Managers and supervisors should be invited to sit in on VESL classes or to discuss the program with the instructor in order to better understand the realities of learning English in a vocational setting.

False expectations can be a trap for a VESL provider as well. Because the program staff will not be completely familiar with the goals and objectives of the specific organization, they may hold expectations that can undermine the effectiveness of the program. In particular, the VESL staff may work from an educational perspective, rather than the more appropriate training perspective. A company requires a program that is cost-effective and that meets organizational needs. The training perspective distinguishes between the essential "need to know" information and the merely "nice to know." It is results-oriented, focusing on what employees must actually be able to know, feel and do in order to perform well on the job. It does not assume that newly learned skills will automatically transfer to the job, but instead incorporates transfer activities in the program design.

The VESL provider must operate within the norms of the organizational culture and must:

a) Stress program components that will potentially increase company production

b) Identify what can be offered at a cost savings

c) Be prepared to alter the program, breaking components out by cost and being ready with suggestions for additions or deletions that will lower cost without reducing effectiveness

d) Be willing to explore alternative program models and supplementary training, such as follow-up courses at fixed time intervals.

9. EVALUATING THE PROGRAM & ITS PARTICIPANTS

Evaluation is an important phase of the VESL program for several reasons. In assuring that a program will be evaluated, the VESL provider will gain credibility and thus a greater chance to "sell" the program to a company. In addition, it is on the strength of evaluation data that a company will be most likely to contract for further courses and that other companies will accept the VESL provider's "track record."

Management and the company contact should be invited to evaluate each phase of the program, from achievement of objectives to management of the program. (Appendix E contains a sample evaluation form for use by company contacts.)

Individual student evaluations will be most meaningful if based on specific performance objectives, which are the outcome of both a careful needs assessment and the VESL provider's accumulated knowledge of LEP employee needs. In addition to evaluating student achievement of performance objectives, valuable data concerning student progress can be obtained for supervisors and coworkers.

Evaluation results must be reported in a form acceptable to the company. Test results in particular should be interpreted. The VESL provider should take time early on to learn about the organization's reporting procedure, asking for sample reports and evaluations and adopting their format and style. For example, the VESL provider will probably want to couch an evaluation in "bottom-line" terminology. Remember: reports and evaluations that do not follow the company's format or procedure risk miscommunication in this important phase of the VESL program.

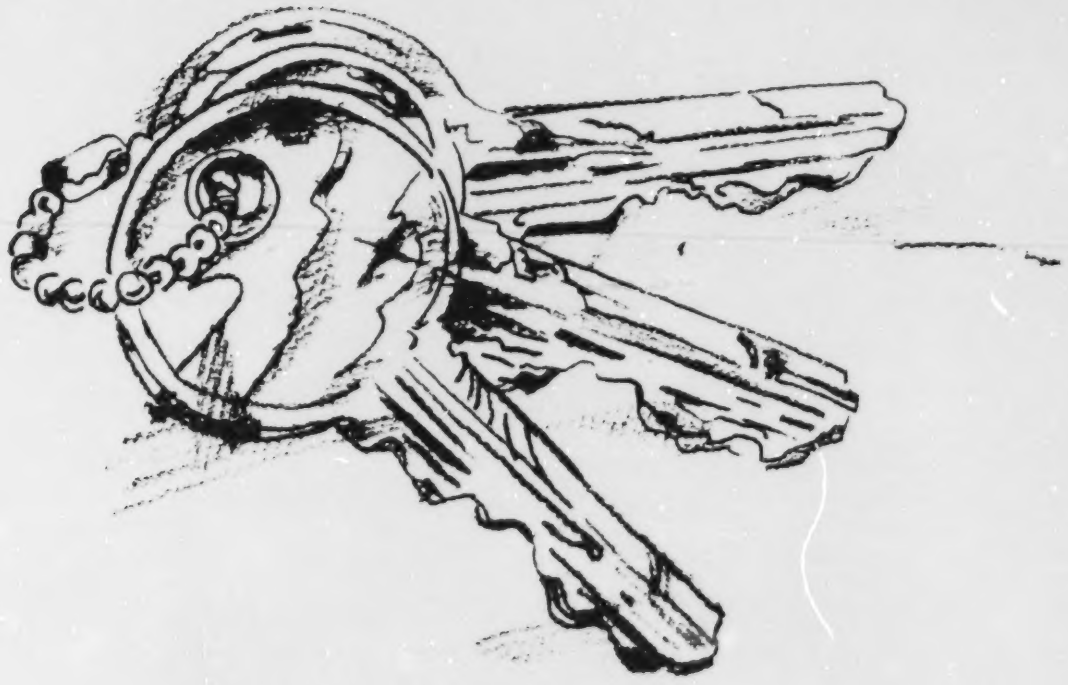
There are several points to be kept in mind when evaluating students in a workplace VESL program. First, standardized or widely used ESL tests may not indicate actual progress since grammatical items, vocabulary, and other questions on such tests are oftentimes not included in the curriculum of an on-site VESL program. Second, there are ethical questions in the workplace setting. Managers or supervisors may ask a VESL instructor for evaluative data, often in the form of instructor judgement, regarding individual students. Such data may be used to make decisions regarding promotions, further training, and the like. The instructor must be careful not to go beyond his or her expertise in evaluating "the brightest student" or "the fastest learner." Also, an instructor can lose the trust and confidence of students if seen as providing certain types of information to the company.

Related to the preceding point is the critical fact that no test exists that can establish minimum English language proficiency for a given job. Every workplace VESL program aims at improving the communication and language skills of LEP employees and thus bettering their opportunities for promotion and career development. Nevertheless, no evaluation by a VESL program should purport to judge whether an employee has the English language proficiency to hold or be promoted to a given position.

Little has been written that provides specific help with the evaluation of VESL programs. General guidelines for the evaluation of second language programs are offered in Languages for Specific Purposes: Program Design and Evaluation and Evaluating a Second Language Program. Insight into the evaluation of training in the business sector can be found in the Handbook of Training Evaluation and Measurement Methods.

GLOSSARY

GLOSSARY
GLOSSARY
GLOSSARY
GLOSSARY



GLOSSARY

ADVISORY COMMITTEE —A group of local employers, citizens and/or service providers who meet with program officials on a regular basis to make recommendations to a program. Vocational and ESL programs usually have advisory committees.

BOTTOM-LINE —an expression of profitability as a central concern of business and industry. Any activity, including specialized training such as VESL, will be assessed in terms of whether or not it contributes to the ability of the company to make money.

CAREER DEVELOPMENT —The idea that employees should grow and advance on the job. Many companies encourage their employees to learn new skills by setting up in-company training programs and/or paying for outside classes.

COMPETENCY-BASED EDUCATION —Instruction which focuses on the skills/abilities (i.e. competencies) needed to do a task. The competencies are carefully identified, they are taught to, and their mastery is assessed.

IN-SERVICE TRAINING —Training which is provided while a person is doing a job, e.g. training for teachers concurrent with their work in the classroom.

JOB TRAINING PARTNERSHIP ACT (JTPA) —A Federal Act which provides job training through local service areas. JTPA replaced CETA on October 1, 1983.

NEEDS ASSESSMENT —The process of determining what is needed in a given situation. Needs assessment is used in program design to determine which occupations to offer training in, in curriculum development to determine what the content should be taught, and in classroom instruction to determine the learning needs of students. Assessment techniques range from informal meetings to questionaires to highly structured observations.

ORGANIZATIONAL CULTURE —Every organization, including business, has their own way of doing things, their own sub-culture. How people dress, how decisions are made, and how people advance are determined by this culture. Anyone, including an LEP employee or a VESL consultant, needs to understand the culture of an organization in order to work in it successfully.

PERFORMANCE OBJECTIVES —Stated outcomes which are used to determine whether or not a competency has been mastered.

PRE-SERVICE TRAINING —Training which is provided before a person undertakes a task or job, e.g. training for teachers before they began to teach.

REFUGEE ACT OF 1980 —The Federal Act which establishes the definition of a refugee and authorizes special programs to assist the resettlement of refugees. The Act encompasses all groups, Southeast Asians, Afghanis, Ethiopians, and so on, who meet the definition of refugee.

SERVICE PROVIDERS —Groups which provide financial assistance and other support services to special populations such as refugees. Service providers include: government agencies, educational institutions, private, non-profit social service agencies, and community based organizations.

TASK ANALYSIS —A method for analyzing a particular complex act (e.g. welding a joint or talking to someone on the phone) and breaking it down into smaller units (tasks). Task analysis is used in vocational and language training to more precisely identify what a trainee needs to learn.

VOCATIONAL EDUCATION ACT —The basic Federal legislation which funds vocational education. The current act identifies LEP individuals as a group in need of special assistance.

WORK EVALUATION PROGRAM —A program which assesses an individual's interests and capabilities to determine suitable occupational goals for them to pursue. The assessment usually includes manipulative tasks as well as paper and pencil testing.

APPENDICES

APPENDICES
APPENDICES
APPENDICES
APPENDICES

Appendix A

A G R E E M E N T

General Health Services Program

THIS AGREEMENT is made and entered into this ___ day of _____ by and between

hereinafter called the Agency, and the President/Superintendent, _____, _____, as agent for the _____ District, hereinafter called the District.

PART I. BASIS AND PURPOSE OF AGREEMENT

WITNESSETH:

WHEREAS, the District and Agency acknowledge a public obligation to contribute to the General Health Services education for the benefit of students and to benefit community needs.

WHEREAS, the District provides approved programs in General Health Services which would benefit from clinical experiences for students enrolled in these programs.

WHEREAS, the Agency has facilities suitable for the clinical needs of the District programs in General Health Services

WHEREAS, it is to the benefit of both District and Agency that General health Services students have opportunities for clinical experience to enhance their capabilities for employment or future training in the Health Service field.

NOW, THEREFORE, the District and Agency do covenant and agree as follows:

PART II. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE DISRICT

A. For the Program in General

1. The District will assume full responsibility for offering English as a Second Language classes and introductory Health Services classes to prepare students for student/observer rotation in the agency.

2. District faculty members may be invited to serve as voluntary resource persons to the Agency staff by serving on committees, by sharing knowledge as ESL cross-cultural experts, and by participation in other matters dealing with meeting the health needs of the community.

3. The District will designate a staff member who will coordinate activities for General Health Services uses of the Agency facilities, including joint planning with program representatives.

B. For Program Planning

1. The District will initiate the development of mutually acceptable clinical instruction plans for using the Agency's clinical areas to meet the educational goals of General Health Services curriculum. These plans will be made available to the Agency at a mutually agreed upon time prior to the beginning of the rotation and sub-hospital patient care responsibilities and/or District interests.

C. For Clinical Instructors

1. The District will provide faculty members who are qualified English as a Second Language teachers to conduct support ESL classes and clinical conferences.

2. The District faculty will be responsible for learning and observing the regulations of both District and Agency as they apply to the circumstances of clinical teaching.

3. The District has the privilege of regularly scheduled meetings with Agency staff, including both selected personnel and administrative level representatives for the purpose of interpreting, discussing, and evaluating the educational program involved.

D. For General Health Services Students

1. The District will be responsible for assuring that General Health Services students assigned to the Agency for clinical instruction meet both District and Agency academic, clinical and general code of conduct standards.

2. The student/observers assigned to the Agency for clinical instruction will be required to sign a waiver indicating that the Agency has no responsibility or liability in the event of injury or accident while on assigned observation.

3. Student/observers assigned to the Agency are responsible for maintaining personal injury and accident insurance.

PART III. GENERAL RESPONSIBILITIES AND PRIVILEGES OF THE AGENCY

A. For the Program in General

1. The Agency will maintain the standards which make it eligible for approval as a clinical area for instruction in General Health Services.

2. The Agency staff may participate in the educational program on request of the District. This may be resource persons, clinical experts, or assisting in the planning and implementation of aspects of clinical education. Such participation shall be voluntary and shall not interfere with assigned Agency duties.

3. The Agency will designate a staff member who will function as Education Coordinator for General Health Services uses of the Agency facilities, including joint planning with program representatives.

4. The Agency will permit the faculty and students of the District to use its patient service facilities for clinical education according to the approved curricula.

B. For Services and Facilities

1. The Agency will permit the educational use of such supplies and equipment as are commonly available for patient care.

2. The Agency will permit use of the following facilities and services by General Health Services students and faculty at such times and to the degrees considered feasible by the Agency:

a. Parking areas
b. Locker, storage, and dressing facilities, if involved
c. First Aid treatment with written consent required for minors
d. Access to sources of information for educational purposes, such as:

1. Carts, kardex files
2. Procedure guides, policy manuals
3. Medical dictionaries, pharmacology references, and other reference suitable to the clinical area

4. Books and periodicals in the medical library

e. Conference room for scheduled meetings and classes.

C. For Control of District Personnel

1. The Agency may refuse access to its clinical areas to General Health Service students or District faculty who do not meet its employee standards for safety, health, cooperation, or ethical behavior pending investigation and resolution of the matter by the Agency and the District.

PART IV. JOINT RESPONSIBILITIES AND PRIVILEGES

A. For Publications

1. Publication by District faculty, or Agency staff members of any material relative to their clinical experience that has not been approved for release by the District and Agency signers of this agreement, is prohibited.

PART V. STATUS OF GENERAL HEALTH SERVICES STUDENTS

A. General Health Services students shall have the status of observers/learners and shall not be considered to be Agency employees, nor shall they replace Agency staff. Clinical experience will be conducted as a laboratory learning experience.

B. General Health Services students are subject to the authority, policies, and regulations of the District. They are also subject, during clinical assignment, to applicable Agency regulations and must conform to the same standards as are set for Agency employees in matters relating to the welfare of patients and general Agency operation.

C. Professional liability coverage for General Health Services students is carried by the District.

PART VI. PERIOD OF AGREEMENT

A. This agreement shall be effective as of the date signed, and shall continue in effect until terminated written notice of either party. The said termination shall become effective only at the close of a designated rotation, except that this agreement may be terminated at any time upon written mutual consent by the College and the Agency.

IN WITNESS WHEREOF, the said parties have hereunto set their hands:

District	Agency
By	By
By	By
By	By

*Adapted from Rancho Santiago Community College District

BEST COPY AVAILABLE

Appendix B

PERFORMANCE EVALUATION FORM FOR TRAINEES

TRAINEES NAME | DIVISION SERVICE | DATE

SUPERVISOR | DIVISION SERVICE COORDINATOR | EVALUATION PERIOD From: To:

The supervisor should evaluate the trainee on the following performance categories. Check the appropriate box.

Performance Catagories	Not Applic.	Not Acceptable	Needs Improvements	Meets Job Requirements	Exceeds Job Requirements	Outstanding
Productivity Taking and Completing Job Assignments						
Dependability						
Communications Oral and Written						
Interest in Job Assignment						
Quality of Work						
Working with Others (Relationships)						

Overall Rating: _____

Equipment: _____

Areas of Proficiency and Job Accomplishments:

Areas Needing Improvements:

Recommendations:

Supervisor's Comments and Signature:

Supervisor's Signature _____ Date _____

Trainee's comments and signature: (The signature signifies that the evaluation has been discussed and read. It does not signify acceptance or approval of the evaluation).

Trainee's Signature _____ Date _____

Training Coordinator's Comments and Signature:

Training Coordinator's Signature _____ Date _____

*Adapted from Mission Language and Vocational School form

Appendix C

PERSONNEL

Date _____

1. Name _____

   Position _____ Company _____

   Company Address _____

   Phone _____

2. What percentage of the work force at the company is:

   Limited English Speaking (LES) _____

   Non-English Speaking (NES) _____

3. Check nationalities represented in the LES/NES population:

   Indo-Chinese _____

   Filipino _____

   Korean _____

   Portuguese _____

   Spanish speaking _____

   Other _____

4. What jobs do LES/NES speakers perform?

   A. Printed Circuit Board:
      Manufacture _____
      Loading _____
      Soldering _____
      Touch up _____
      _____
      _____

   B. Test:
      Final _____
      Wafer Sort _____

   C. Wafer Fabrication:
      Spinning _____
      Develop _____
      Align _____
      Clean _____
      Diffusion _____

   D. Assembly:
      Die Attach _____
      _____
      _____

   E. Wire Wrap _____

   F. Mark and Pack _____

   G. Shipping and Receiving _____

   H. Custodial _____

   I. Clerical _____

   J. R & D _____

   OTHERS:

   _____

5. Which of the following pose special problems for LES/NES employees?

	Major Problem	Minor Problem	No Problem
Understanding and competing benefit packages	_____	_____	_____
Understanding and participating in performance reviews and evaluations	_____	_____	_____
Difficulty understanding and filling out forms such as:			
W-4	_____	_____	_____
W-2	_____	_____	_____
Credit union forms	_____	_____	_____
Loan applications	_____	_____	_____
Health plan forms	_____	_____	_____
Dental plan forms	_____	_____	_____
Other	_____	_____	_____
Large employee turnover	_____	_____	_____
Longer training period	_____	_____	_____
Difficulty in promoting employees	_____	_____	_____

Are there other company policies or programs which pose special difficulties for LES/NES employees?

What solutions would help alleviate problems relating to LES/NES employees?

1. VESL instruction to aid employees in understanding and completing specific forms. _____
2. VESL instruction relating to specific job duties. _____
3. VESL instruction with heavy emphasis on oral communication. _____
4. VESL instruction with emphasis on basic reading and writing skills. _____
5. Other _____

_____

_____

Check the organizational set-up which would best accommodate your LES/NES employees:

Format:

Two 2-hour sessions per week _____
Three 2-hour sessions per week _____
Two 3-hour sessions per week _____
Other _____

Time slots:

Morning _____
Early afternoon _____
Late afternoon _____
Evening _____

Number of classes at your company

2 _____
3 _____
(15 students is the minimum for each class)

Could you provide release time for employees to attend VESL classes? _____

Other _____

_____

_____

If you are interested in having employees learn English related to their specific job duties, please complete the following:

1. Do all of the employees to be included in the class have the same general job duties? _____

2. Do you presently have employee training classes which a VESL teacher could attend? _____

3. Would supervisors and/or trainers be willing to spend time explaining work procedures and duties to VESL teachers? _____

4. Is a training manual available? _____

5. Are relevant materials such as parts, tools, charts, and manuals available for classroom use? _____

*from A Partnership with Industry

Appendix D

SUPERVISORS

Date _____

1. Name _____

   Position _____ Company _____

   Company Address _____

   Phone _____

2. What jobs do the limited or non-English speakers (LES/NES) whom you supervise perform? _____

   _____

   _____

3. In what areas do communication problems arise?

	Major problem	Minor problem	No problem
Understanding job duties	_____	_____	_____
Understanding instructions	_____	_____	_____
Following directions	_____	_____	_____
Following production changes	_____	_____	_____
Following safety rules and practices	_____	_____	_____
Understanding work error	_____	_____	_____
Correcting work error	_____	_____	_____
Reporting problems	_____	_____	_____
Understanding company policy	_____	_____	_____
Calling in sick	_____	_____	_____
Complying with attendance/punctuality policies	_____	_____	_____
Asking for clarification when necessary	_____	_____	_____
Awkward situations arise because LES do not understand general conversation	_____	_____	_____

4. Which forms are most difficult for LES/NES to understand and complete?

	Major problem	Minor problem	No problem
Time cards	_____	_____	_____
Production quota records (job vouchers)	_____	_____	_____
Error notices	_____	_____	_____
Engineering change notices	_____	_____	_____
Safety warnings	_____	_____	_____
Company newsletters	_____	_____	_____
Company notices	_____	_____	_____
Other	_____	_____	_____

5. Check solutions which you think would help alleviate problems relating to LES/NES employees:

1. VESL instruction to aid employees in understanding and completing specific forms _____
2. VESL instruction relating to specific job duties _____
3. VESL instruction with heavy emphasis on oral communication _____
4. VESL instruction with emphasis on basic reading and writing skills _____
5. Other _____

_____

6. Check the organizational set-up which would best accommodate your LES/NES employees.

Format:
- Two 2- hour sessions per week _____
- Three 2-hour sessions per week _____
- Two 3-hour sessions per week _____
- Other _____

Time slots:
- Morning _____
- Early afternoon _____
- Late afternoon _____
- Evening _____

*from A Partnership with Industry

Appendix E

DATE_____

VOCATIONAL ESL COURSE EVALUATION

NAME:_____ POSITION:_____

COMPANY:_____

In order to improve our Vocational ESL program, we need to determine in what ways this course met the needs of your employees, and what problems you encountered. Any input you can give will really be appreciated. Please complete the form and return it to:

Cindy Wilde, VESL Project Specialist
FUHSD,Adult Division
10511 S. Tantau Ave.
Cupertino, CA. 95014

1. In what ways did this class meet the needs of your employees? What improvements have you seen?

2. Can you suggest improvements or point out problems which exist in the following areas:

   Curriculum

   Instructors

   Logistics of setting up classes

3. Which of the following caused attendance problems? (Check those which caused problems.)

   _____1. Time of day
   _____2. Number of classes per week
   _____3. Employees working overtime
   _____4. Employees being laid off
   _____5. Classes not appropriate to needs of employees
   _____6. Transportation problems
   _____7. Childcare problems

Comments:

*from A Partnership with Industry

ACRONYMS

CASAS - California Adult Student Assessment System
CBAE - Competency Based Adult Education
DNAE - Dissemination Network for Adult Educators
DSS - Department of Social Services
EDD - Employment Development Department
JTPA - Job Training Partnership Act
PIC - Private Industry Council
ROP - Regional Occupational Program

ACRONYMS

CASAS - California Adult Student Assessment System
CBAE - Competency Based Adult Education
DNAE - Dissemination Network for Adult Educators
DSS - Department of Social Services
EDD - Employment Development Department
JTPA - Job Training Partnership Act
PIC - Private Industry Council
ROP - Regional Occupational Program

BIBLIOGRAPHY

REFERENCES: Publications

ABLE (Adult Basic Learning Examination). New York: Harcourt, Brace, Jovanovich.

Adult Vocational ESL. JoAnn Crandall. Washington, D.C.: Center for Applied Linguistics, 1982.

BEST (Basic English Skills Test). Washington, D.C.: Center for Applied Linguistics, 1982.

Bilingual Vocational Oral Proficiency Test. Dallas: Melton Peninsula.

California VESL Resource Directory. D. Hemphill and J. Low San Francisco: Chinatown Resources Development Center, 1981. Also available through DNAE (see organizations).

California Cultural Awareness Resource Guide. D. Hemphill and J. Low. San Francisco: Chinatown Resources Development Center, 1982. Available from DNAE (see organizations).

CASAS Life Skills Competencies List. San Diego: San Diego Community College District. See CASAS under organizations.

CASAS Curriculum Matrix. See CASAS under organizations.

Developing an Occupation Specific VESL Curriculum. L. West and B. Wilkinson. San Francisco: Chinatown Resources Development Center, 1981. Also available through DNAE (see organizations).

ESL in the Workplace. Washington, D.C.: Center for Applied Linguistics, 1982.

Evaluating a Second Language Program. G. Jarvis and S. Adams. Washington, D.C.: Center for Applied Linguistics, 1979.

Handbook of Training, Evaluation, and Measurement Methods. J. Phillips. Houston: Gulf Publishing Company, 1983.

Helping Vocational Instructors Train Limited English Proficient Adults. Toni Thomas. San Francisco: Chinatown Resources Development Center, 1981. Also available through DNAE (see organizations)

Horizon: Vocational Education and Employment Training Related Services for Limited English Proficient Persons in California. D. Rezabeck. Sacramento: California Advisory Council on Vocational Education, 1981.

Ilyin Oral Interview. D. Ilyin. Rowley, Mass: Newbury House.

Industrial English. T.C. Jupp and S. Hodlin. London: Heinemann Educational Books, 1978.

John Test. New York: LINC Publications.

Languages for Specific Purposes: Program Design and Evaluation. R. MacKay and J. Palmer. Rowley, Mass: Newbury House, 1981.

Managing Cultural Differences. P.R. Harris and R.T. Moran. Houston: Gulf Publishing Company, 1979.

New Perspectives: VESL: An Annotated Bibliography. Gustavo Valdez. San Jose: Evergreen Valley College, 1983.

Structure Tests English Language. Rowley, Mass: Newbury House.

Partnership with Industry. Cindy Wilde. Fremont, Fremont Adult School Also available through DNAE (see organizations).

TABE (Test of Adult Basic Education). Monterey: CTB/McGraw-Hill.

VESL Master Plan. San Francisco: San Francisco Community College District, 1979. Also available through DNAE (see organizations).

REFERENCES: Organizations

American Society for Training and Development: 600 Maryland Ave., S.W., Suite 305, Washington, D.C. 20024

California Advisory Council on Vocational Education, 1900 S Street, Sacramento, CA 95815. (916) 445-0698

CASAS: California Adult Student Assessment System. A 310 funded project. Pat Rickard, Project Director. 3249 Fordham St. San Diego, CA 92110. (619) 230-2975

CBAE (Competency Based Adult Education) Staff Development Project. A 310 funded project. John Tibbetts and Dorothy Westby-Gibson, Project Directors. Center for Adult Education, San Francisco State University, 1600 Holloway Ave., San Francisco, Ca 94132 (415) 469-2369

DNAE: Dissemination Network for Adult Educators. Jane Zinner, Projet Director. 1575 Old Bayshore Hwy, Burlingame, CA 94010 tel: 800-672-3494. (415) 692-2956.

NCILT: National Center for Industrial Language Training. Havelock Campus, Havelock Road, Southhall Middlesex UB5 4NZ, England.

BEST COPY AVAILABLE